REPORT
OF THE
BOARD OF TRUSTEES
OF
PUBLIC SCHOOLS
D. C.

1885 - 91

REPORT

OF THE

BOARD OF TRUSTEES OF PUBLIC SCHOOLS

OF THE

DISTRICT OF COLUMBIA

TO THE

COMMISSIONERS OF THE DISTRICT OF COLUMBIA.

1889-'90.

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BOARD OF TRUSTEES OF PUBLIC SCHOOLS, DISTRICT OF COLUMBIA.

LOCAL COMMITTEES.

Divisions.	Names.	Terms expire.	Addresses.
First	Rufus H. Thayer, A. M	Sept. 13, 1892	Atlantic Building, Room 103.
Second	Leonard C. Wood	Sept. 13, 1892	507 E street, northwest.
Third	James W. Whelpley, esq	Sept. 13, 1893	Treasury Department.
Fourth	David H. Hazen, M. D	Sept. 13, 1893	407 Sixth street, southwest.
Fifth	John T. Mitchell, esq	Sept. 13, 1893	1209 F street, northwest.
Sixth	A. H. Witmer, M. D	Sept. 13, 1893	St. Elizabeth Insane Asylum.
	James M. Gregory, A. M	Sept. 13, 1893	Howard University Grounds.
Seventh	Blanche K. Bruce	Sept. 13, 1892	City Hall.
Eighth	L. A. Cornish, esq	Sept. 13, 1893	Sixth Auditor's Office, Marini's Hall.

OFFICERS OF THE BOARD.

President.—JOHN T. MITCHELL, 1209 F street, northwest.
Secretary.—W. J. CHINN, Franklin School.*
Superintendent of schools.—W. B. POWELL, A. M., Franklin School.
Superintendent of colored schools.—G. F. T. COOK, A. M., Sumner School.

MEETINGS OF THE BOARD OF TRUSTEES.

The stated meetings of the board of trustees are held on the second Tuesday of each month, and also on the last Tuesday of June.

*Acting at time of publication.

STANDING COMMITTEES OF THE BOARD.

On Rules: Messrs. MITCHELL, WOOD, BRUCE.

On Ways and Means, Supplies, and Accounts: Messrs. WHELPLEY, HAZEN, CORNISH.

On Buildings, Repairs, and Furniture: Messrs. WOOD, WITMER, CORNISH.

On Normal and High Schools and Scholarships: Messrs. THAYER, MITCHELL, GREGORY.

On Teachers and Janitors: Messrs. GREGORY, WITMER, WHELPLEY.

On Text-books, Studies, Examinations and Promotions of Pupils: Messrs. HAZEN, MITCHELL, BRUCE.

On Penmanship, Music, and Discipline: Messrs. BRUCE, WHELPLEY, HAZEN.

On Industrial Education, Drawing, and Night Schools: Messrs. CORNISH, THAYER, WOOD.

On Library and Report: Messrs. WITMER, THAYER, BRUCE.

REPORT OF THE COMMITTEE ON LIBRARIES AND ANNUAL REPORT.

The Commissioners of the District of Columbia.

GENTLEMEN: We have the honor to submit herewith the reports of the Superintendents of the Public Schools and of the several officers subordinate to the superintendents.

These reports contain in the aggregate, in connection with the full tabulated statements forming parts thereof, a clear exhibit of the present condition of our school system, of its growth and progress during the last ten years, and of the scope and breadth of the policy which controls its present administration.

It has been the desire of the board of trustees of the public schools to place before your honorable board, and through you before Congress and the public of this District, a clear and intelligible statement disclosing as vividly as written statements can the exact condition of the system and in detail the whole field of its work.

Although the board feels a great and just pride in the excellent condition of the public schools, they have no desire to exploit the value of their services as public officers. These statements are not submitted, therefore, as an exhibition of the merits of persons or school officers, whether trustees or superintendents or teachers.

A far more important reason has suggested their preparation and submission.

The Board realizes fully that no administration of the schools can be permanently valuable which does not command, not only the approval of your honorable Board and that of Congress, but the intelligent appreciation and approval of the great body of our fellow-citizens, who as parents have the deepest concern in the success of the public schools. It is not doubted that the citizens of Washington who contribute to the support of the school system and whose children are trained in its various departments will, if permitted, study with peculiar care the important questions relating to its administration.

The statements submitted herewith will furnish abundant data for such study. No citizen can render a service in any more important field than in contributions made with the purpose of strengthening and perfecting our school system. The Board invites the active interest and coöperation of all good citizens in this wholesome work. The statements submitted will furnish any citizen with the data which will en-

able him to investigate any department of our work or to challenge, if his judgment suggests the wisdom of so doing, any part of the present policy of administration.

During the current year no radical changes of policy have been adopted. The purposes of the Board have been to hold the standard of organization and of work rigidly up to the mark reached in the previous year and to strengthen the system in every possible way. Changes and modifications have been made only where the natural growth of the system has enforced them, and then only with the most conservative care.

WASHINGTON HIGH SCHOOL.

The rapid increase in the number of high school pupils present to us a very serious question.

The difficulties to be overcome and the remedies suggested are fully covered by a report of the committee on high and normal schools, which was submitted to the Board June 10, 1890, and unanimously adopted.

It is as follows:

WASHINGTON, D. C., *June* 10, 1890.

To the Board of Trustees of the Public Schools.

GENTLEMEN: The committee on high and normal schools, to whom was referred the matter of relief to the Washington High School, begs leave to submit its report thereon.

The importance and gravity of this question are tersely and specifically stated in the last annual report of the Board (pages 10 and 11).

We quote therefrom:

"A point has also been reached in the history of the Washington High School in which it has become apparent that a single high school is insufficient to meet the wants of a community numbering nearly or quite a quarter of a million of inhabitants. The attendance for the current year has reached the number of 1,400, which is not only enough to fill the high school building, including the addition thereto provided in last year's appropriation, but is as large a number as can be properly managed and instructed by a single corps of teachers. In addition, a single building in a territory of 60 square miles must necessarily be inconvenient of access to a large number of pupils. A temporary expedient may be found in the recommendation of the principal and the superintendent that the course of study pursued in the first year of the high school be relegated to the grammar schools, constituting practically a ninth grade, a measure which is rendered feasible by the fact that in the first year but little in the way of apparatus, laboratories, and the like is essential to instruction of the pupils. The wisest and, in our judgment, the only complete remedy, however, lies in the establishment of two complete additional high schools—one located in the third, or Capitol Hill, division, and the other in the northwest section of the city, either in or convenient to Georgetown. The establishment of these schools would involve considerable expenditure of money, not only in securing suitable sites and erecting suitable buildings, but in being furnished, as they should be furnished, with an outfit equal in all respects to that of the present Washington High School; but such expenditure would be wisely made, and we are sure would be entirely acceptable to the tax-payers and to the community at large."

Superintendent Powell also calls special attention to this serious question in his last annual report to the Board (pages 22 and 23).

We quote that portion of his report:

"Provision must be made for the accommodation of children attending the High

School. The annex building will no more than meet the present demands. After the addition is completed and the then new High School occupied, our accommodations for High School pupils will be exhausted.

"I respectfully suggest that the present High School is large enough, if, indeed, it is not already too large. It is not practicable, perhaps, to establish other coördinate high schools. I do not believe it desirable. The plant for such schools is expensive. It is always expensive to manage such a plant, as only experts can manage it profitably.

"The limitations in salaries insisted upon by Congress make it impossible for us to employ the number of experts required for more than one high school. I believe, however, that the solution of this question is easy and practicable. The first year's work of the present High School might be done advantageously, perhaps more profitably than it is now done, in the respective localities where these children live. Plants for these auxiliary high schools or local high schools or division high schools would not be expensive. The first year's work is:

	Academic.	Scientific.	Business.
First.....	English. History. Algebra. Latin. Physiology. Physical geography. } Lectures.	English. History. Algebra. German. Physiology. Physical geography. } Lectures.	English. History. Algebra. Bookkeeping and business arithmetic. Physiology. Physical geography. } Lectures.

"The work of this year can be done without much apparatus. The science work is that which nature affords, and is better studied in the field, or fresh from the field, than in any other place or under any other conditions. The work in mathematics requires no apparatus. The work in English, which should be emphasized and extended, requires only such libraries as we are now trying to furnish for our eighth grade schools.

"Two or three such schools might be opened another year in buildings now owned.

"The advantages and disadvantages of this scheme I will not here discuss. I present the question as one that demands solution for the immediate future, and refer you with gratification to remarks on the same subject by Supervising Principals Stuart and Janney, a part of this report."

Similar comment on this question is also made by Dr. Lane, principal, in his latest annual report (pages 119 and 120). We quote his statements thereon:

"The addition to this school, now in course of erection, will contain twelve classrooms, ample laboratories, an armory, and a library. It will be an admirable fulfillment of a long and serious need. The school for 1889–'90 will be organized with the accommodations afforded by this splendid improvement.

"The difficulties of rented rooms and of the half-day session for a portion of the school will be removed; yet at the moment that this will be accomplished, at the very time when the school will be rejoicing over obstacles surmounted, it will be my duty to call attention to the indications for the future as inferred from the statistics of the past.

"The school has grown year by year at the rate of 20 per cent. approximately—*i. e.*, 1886, an increase of 90; 1887, 87; 1888, 138; 1889, 194.

"With these figures as a basis, it seems assured that for the year 1890–'91 there will be 1,600 pupils to be admitted to the High School.

"The growth of the institution since the year 1886 has been far in advance of the

accommodations afforded. With the erection of the addition it might appear that the future needs of the school, at least for a period of years, have been anticipated; but, as a fact, the present building and new wing are sufficient to accommodate no larger school than now exists. We believe this limit, from an educational point of view, a wise one. After passing 1,400 the students under one management will suffer materially in supervision, and the best interests of the school be seriously affected by the interruption of the legitimate work of a principal from the consumption of valuable time in petty details, interfering with constant and searching supervision and the prompt remedy of evils in the quantity, quality, or manner of instruction.

"It would be wiser, perhaps, to curtail rather than to increase the size of the school, provided that those pupils who are fitted, to whatever number they may desire it, are provided with advanced instruction.

"The remedy for the evil of a crowded school exists either in the establishment of another high school or in the creation of branch schools for the lowest class, which, requiring but little apparatus, could be provided for without a costly plant.

"It is necessary that another high school should be built, but it is a matter that will require time for securing appropriations necessary for the building and apparatus needed. Legislation is slow and conservative; the project will meet many obstacles, but its ultimate success is certain. In the meantime the overflow from this school is **to be provided for.**

"It seems feasible that girls of the entering class to the number of four or five hundred should receive instruction in all the studies of the present course in one or two branch schools, while all boys, the remaining girls of the same grade, and the upper classes should be taught here in continuation of the present plan.

"It would then be possible to limit the present school to the proper number of students (at most 1,200) and go on with the higher work requiring laboratories and the extensive equipment which this school has been some years in securing. This is **regarded as a practicable *temporary* expedient only."**

Further intelligent and forcible comment on this question is made by Supervising Principal Stuart, of the third division, and Supervising Principal Janney, of the fifth **division, in their reports.**

Mr. Stuart says (pages 91 and 92):

"I think the time has come when a high school should be located on Capitol Hill. My reasons are these: In 1887, 106 pupils were transferred from our eighth grade schools to the Washington High School; in 1888, 131, and in 1889, 127, making in all for three years 364, of whom 139 were boys and 225 were girls. I estimate the number to be transferred from the third division at the end of the current school year at **150. This number will increase from year to year.**

"It is seen, therefore, that we have in the classes of three years the material in **East Washington for a high school of nearly 400 pupils.**

"The fine square of ground occupied in part by the Wallach and Towers Schools affords an ample site for such a school without cost to the District.

"The Washington High School long ago reached the limit of its capacity, and I am informed that its present unwieldy membership of 1,400, drawn from the extreme limits of the District of Columbia, will quite absorb the schoolroom space now being added. If so, a return to the half-day system can be a question of only a year or two."

Dr. Lane, in his last report, says:

"With the utmost crowding the assembly hall will not contain the entire school when it is desirable to meet for general exercises. The lecture rooms and laboratories are so cramped that the work in natural science and physics is materially restricted.

"The capacity of the present elastic building is reached.

"I am convinced that many children from East Washington, who are now obliged to withdraw from the High School on account of the great distance and the expense of railroad travel, would complete the course if a school were located in their own section."

Mr. Janney says (page 105):

"The new building to be erected on U street, in this division, will be beautifully located. Its comparative isolation makes it well adapted for the nucleus of a high school or a branch of the existing one. There are pupils in the High School now, graduates from eighth grades here for the last three years, and 54 candidates for the coming year, all of whom have or will have to walk over 2 miles to school and as far back, making more than 4 miles a day, with an armful of books, or to pay two car fares, at a cost of nearly 50 cents per week.

"The time required in going to and from the present High School each day, whether on foot or in the cars, is at least one and a half hours, in all sorts of weather.

"It seems that the establishment of such a school in this division next year would be wise."

It is thus seen that the necessity for the present consideration of this question is enforced by the concurrent statements of those officers of the public schools under whose immediate charge are the interests immediately affected, emphasized by the statements of our accomplished superintendent and formally recognized by the Board.

The urgency of the question is shown by an exhibit of the number of pupils now in the High School, with a statement of the estimated number to be provided for in the next school year.

This exhibit is as follows:

Present number.		
First-year pupils		633
Second-year pupils		316
Third-year pupils		318
Total		1,267
Number for next year.		
First and second year pupils	949	
Estimated falling off, 10 per cent	94	
	855	
Number of third-year pupils, not graduated, who will return	8	
Number of business pupils to enter third year	16	
Total in second and third years		879
Estimated eighth-grade promotions.		
From first division	235	
From second division	213	
From third division	146	
From fourth division	86	
From fifth division	35	
From sixth division	37	
		752
Number of pupils to be admitted from other cities		40
Total number of High School pupils to be provided for		1,671

It is thus seen that the estimated number of High School pupils to be provided for during the next school year is 1,671.

The Board is fully advised as to the recent extension of the present High School building, which supplied an urgent need, relieving an overwhelming demand for room, and permitting an enlargement of facilities and a satisfactory adjustment of the work of the school. Notwithstanding this extension the building is now inadequate.

The number of High School pupils has been rapidly increasing each year, and has more than kept pace with the enlarged accommodations. It is not deemed necessary to discuss the reasons producing this result. Your committee believes that the intel-

ligent and forcible statements made in the last annual report of the Board (pages 7, 8, and 9), under the head of "Pay of Teachers" and "The Washington High School," embrace the principal causes operating to produce this result. But whatever the cause, the Board is confronted with the result in the form of over 1,600 pupils who will be knocking at the doors of the High School at the beginning of the next school year.

The solution of this question is also seriously embarrassed by the fact that the High School is not located with marked convenience to the large area of the city. The closely populated area from which these pupils mostly come stretches from the limits of Georgetown to the remote points of East Washington, a distance of more than 4 miles. The outlying territory of Anacostia, Benning, Brightwood, and Tennallytown must be accommodated also. The corner of Seventh street and Pennsylvania avenue may be taken as a reasonably central point for this whole area, particularly so when consideration is given to the street-car facilities of the city. Unfortunately the school is located nearly 1 mile north of this point. It is thus seen that high school pupils from the Capitol Hill district and from Georgetown have a distance of from 2 to 3½ miles to traverse to reach Seventh and O streets.

The cost of car fare is not too insignificant not to be in many cases burdensome. It is not doubted that in some cases it operates as a bar to the parent, and prevents him from giving his child the advantages of a high school course. Besides the cost of car fare, the long distance becomes a more serious deterrent factor when inclement weather intervenes, which operates more especially upon the younger pupils and upon the female pupils. *Territorial convenience*, therefore, is one of the important factors to which careful consideration must be given in the disposition of this question.

This element of the problem includes and embraces a question which has been much discussed and variously determined in different school jurisdictions. It is a question which sooner or later presents itself in every large municipality of the country when the number of high school pupils reaches from 1,000 to 1,200.

There are two methods of meeting this question:

First, By establishing additional independent High Schools.

Second, By maintaining one central High School and establishing from time to time supplementary schools, in which the lower grades of High School work shall be done.

It is manifest that we are rapidly reaching, if we have not already reached, the point where this problem must be solved in Washington. It is freely admitted that the maximum number of pupils that can be handled most effectively in a single school of this character is from 1,000 to 1,200. To care for more than this number will be at the expense of efficiency, of health, and of wholesome moral influences. Your committee, after a careful study of the present data and in view of the limitations placed upon the Board by the present appropriations and those in the bill now pending before Congress, does not think it wise or necessary to dispose of this important question at this time. Its importance demands the most careful study.

To establish one or more independent High Schools would require a considerable expenditure of money. Careful estimates of cost would have to be made and submitted to the Commissioners and to Congress. Before entering upon such a field it seems wise to make some experiments in adjustments within the limits of our present system. When the time is reached for the settlement of the main problem we shall not only have the experience of other cities to aid us, but shall have gathered wisdom of our own as the fruit of our experiments.

This brings us to the first proposition, which we commend to the favorable action of the Board:

It is, that in at least two localities, carefully selected, in buildings already owned and equipped, experimental adjunct schools be established, to which shall be confided the work of the first year of the high-school course for a limited number of pupils.

It must be borne in mind that the main present motive for the action recommended is the absolute necessity existing for relief to the High School by reducing the number of prospective pupils by about five hundred. To effect this result with the least disturbance to our present system and with the best promise of improved conditions defines our limits of experiment. Whatever is done must be accomplished within the limits of existing appropriations, and must under no circumstances lessen the efficiency of any other branch or part of the system.

Where shall such relief schools be located?

Your committee believes that the first locality to be selected for this purpose should be the third division. This division is a long distance from the High School, is thickly populated, and the estimated number of eighth-grade promotions for next year is 146.

This number may be further increased by the first-year pupils from the Arthur and Gales buildings in the second division, 48 in number, and by 3 pupils from Anacostia and 3 from Benning, making an aggregate of 200 pupils.

The other location naturally suggested is in the fifth division. This division (Georgetown) lies at the western limit of our city school area, and is also a long distance from the present High School. The estimated number of new pupils from this district is 35.

To this number may be added the new pupils from the Weightman and Grant buildings, in the first division, numbering 39, and 3 pupils from the Tennallytown school of the sixth division, making a total of 77 pupils, which may be possibly increased somewhat from other portions of the first division.

The particular buildings to be selected for this purpose recommended by your committee are the Peabody building, in the third division, and the Curtis building, in the fifth division. The selection of these buildings is recommended by reason of their central location with reference to the area to be accommodated. **Only a portion of each building will be required for this purpose.**

Your committee is advised by the trustees of the third and fifth divisions, respectively, that the rooms in the buildings named, required for this purpose, can be spared without serious inconvenience to the division schools. At most, the inconvenience suffered in the third division will be only temporary. A new eight room building is provided for this division in the current District bill. In the fifth division a new building is fully completed, and it is believed that there will be no difficulty whatever in providing the necessary rooms for this purpose in the Curtis building.

After careful consideration, your committee is satisfied that many distinct advantages will be gained by the changes proposed. Among these are:

First, better moral influences will surround the pupils in these smaller schools than can be possible in the crowded High School building, where so many pupils are massed together.

Second, better sanitary conditions can be obtained in all the buildings with a lessening of the number of pupils.

Third, territorial convenience, effecting a saving of car fare and of exposure of young pupils in inclement weather.

Fourth, it is believed also that better instruction can be given in these schools thus segregated than when massed together with numerous and diverse classes of the central school.

The separation affords opportunity for concentration of effort, which, it appears to your committee, can not fail to be advantageous. It is confidently believed also that the change proposed will not materially increase the expense of instruction. No more teachers will be required than would be necessary to maintain the present system, as the large increase of number of pupils would in any event necessitate the employment of additional teachers for the High School. The separation proposed will not require any more teachers than would otherwise have to be employed.

It must also be borne in mind that the first-year work requires no laboratory or

apparatus. It includes only biological science, and all the equipment or plant required is such a library as we are now seeking to acquire for eighth-grade schools.

The committee desires to impress upon the Board the fact that the change proposed should not be considered as committing the Board to the establishment of either permanent supplementary high schools or permanent independent high schools. In the judgment of the committee, it is not now advisable to do more than is necessitated by the conditions now existing. We have an increase of high-school pupils beyond the capacity of the present building. Relief in some direction is absolutely necessary. Half-day schools should be avoided. Extending accommodations by renting unsuitable buildings in the neighborhood of the High School building is attended with expense and serious disadvantages.

The course proposed by the committee is the one that seems to them to afford relief with the least expense and the least disadvantages. At the same time it lays a foundation upon which the Board may rely for some valuable data to aid them in the future. The proposed action therefore, is an expedient to meet existing conditions, and should not be regarded as anything more than an effort to meet, in the best and most economical way, the present emergency.

The action above recommended relieves the High School to the extent of 277, while the relief desired is approximately 500. It is necessary to provide for at least 125 more high-school pupils, so as to afford them necessary relief.

The Board is aware of the frequent suggestions that have been made to so amend the present organization of our school system as to give pupils who have passed the eighth grade facilities for instruction in commercial and business methods and for training similar to that furnished in the best business colleges. One member of the Board has suggested the establishment of an additional or ninth grade, and that one school of this grade might be established in each of the divisions where deemed advisable.

The attention of the committee has been called to this important question. The suggestions made have great merit of their own, and would deserve very careful consideration independent of the needed relief of the High School. But, in connection with the fact of an overcrowded High School, it has seemed to the committee that the question has acquired additional merit for present consideration.

It is known to the Board that the business course of the High School is a two years' course and embraces some academical studies. Instruction in English and history and physiology, physics and chemistry, is included in this course, and the committee believes that an elimination of any of these studies would be a shortening of the course unfortunate for the pupil.

But it is suggested with great force that many parents have not the means to maintain their children in the schools beyond the eighth grade for two or three years, as contemplated in the high-school courses, and that many of these would find the means to send their children to a school affording a business course extending over one year, inasmuch as such a course would give the pupil material aid in fitting him for some useful and remunerative employment soon after leaving school. The force of such a demand is recognized by the committee.

The Board of Trustees is bound to accede to any reasonable demand which seeks an extension of our system of public schools in the interest of that class of our citizens whose means are limited. Believing that such a demand exists, and that the means at hand are ample to provide the facilities suggested, your committee thinks that the business course of the High School should be so amended as to provide a course of one year carefully arranged on lines shown by experience to be productive of the best results.

It is also deemed entirely practicable to have instruction for pupils in this course given outside of the High School building. In fact, a segregation of the pupils of this course would give some distinct advantages and afford larger opportunities for making the course more valuable and effective.

The withdrawal of these pupils from the High School building, in addition to the number of first-year pupils proposed to be instructed in the Peabody and Curtis buildings, will reduce the number of high school pupils for next year by about 400.

Your committee is unable to estimate the number of pupils that would select a business course of one year. The number of pupils in the first year of the business course of the High School is 121, and it is safe to assume that not a less number will be applicants for admission to the separate school.

Your committee finds that the Thomson building, located on Twelfth street between K and L streets, in the first division, can be vacated for this purpose, and it recommends that the business and commercial course of the High School, amended as suggested, be transferred from the High School to the Thomson building.

The committee does not undertake at the present time to submit in detail the changes proposed in the course of instruction in said school, or to suggest the assignment of teachers necessary to properly organize and equip said school, but believes that it is entirely practicable to properly organize the school within the resources at the command of the Board without injury to other branches of the school system.

Admissions to this school should be rigidly held to promotions from the eighth grade or to applicants whose education is clearly equivalent to the standard reached at the end of the eighth-grade work. In this way the school will be maintained as a course of instruction which may be selected instead of the more extended high-school courses.

The committee feels confident that the present equipment of our public school system fairly enables the Board to maintain all its branches without a sacrifice of any of its component parts, and that, as improvements are from time to time suggested, they can be wisely met. There is not at present, we believe, and there never should be, any antagonism between the several branches of the system. Every effort should be made to maintain the system upon the broadest lines, and there should be no lessening of standards.

While, therefore, the changes suggested in this report are primarily enforced to afford relief to the High School, they would not be recommended did they not carry with them promises of distinct present advantages, and also the development of data as the result of actual experiment, to aid the Board in determining upon the permanent extension of our school system, which its phenomenal and healthful growth will soon enforce.

RESUMÉ OF RECOMMENDATIONS.

First, establish a relief school for the High School in the Peabody building, in the third division, to which send pupils—

From third division, estimated number	146
From Arthur building, estimated number	26
From Gales building, estimated number	22
From Anacostia, estimated number	3
From Benning, estimated number	3
Total	200

Second, establish a relief school for the High School in the Curtis building, in the fifth division, to which send pupils—

From fifth division, estimated number	35
From Grant building, estimated number	24
From Weightman, estimated number	15
From Tennallytown, estimated number	3
Total	77

Increase this number by such other pupils from the first division as it may be found practicable to send to the Curtis building.

Third, vacate Thomson building, in first division, and transfer the business department of the High School to that building.

Amend the business course in such respects as may be found to be advisable and be directed by the Board.

Respectfully submitted.

RUFUS H. THAYER,
JOHN W. ROSS,
FRANCIS J. GRIMKE,
Committee on Normal and High Schools, etc.

It will be seen that in their action upon this important matter the Board has confined itself to a provision for the increased number of high school pupils within the limits of its present resources.

It reserved for further study the question as to what permanent provision should be made to meet this demand for larger high school accomodation.

It is perhaps unfortunate that there should be any postponement of the settlement of this question, as the course suggested to meet the emergency can not be followed for more than a year without serious inconvenience to the graded schools.

It is proposed to determine the matter at the earliest possible date, so that proper estimates for any additional appropriations that may be required can be submitted to Congress at its next session.

The experimental business high school will be studied with great care and solicitude, and great confidence is felt that it will prove to be a very valuable as well as popular feature of our school system.

FREE KINDERGARTENS.

The Board renews its former recommendation for the introduction of free kindergartens, and believes that their establishment is not only a matter of benevolence, but of wise economy. Special attention is invited to the recommendations made by Superintendent Powell as to additional teachers and appropriations required to introduce and maintain twenty kindergarten school.

SUPERVISION.

The cost of supervision of our schools is remarkably low as compared with that in other cities. By reference to a table on page — it will be seen that the cost per pupil, on average enrollment, is only 77 cents.

Our corps of superintendents and supervising principals has remained the same in number and in compensation for many years, notwithstanding the phenomenal growth in numbers of pupils and schools. That the high standard of work has been maintained with this doubling of quantity and responsibility must be largely due to the special skill and zeal of our supervising force. But there is a limit to capacity, and it is manifest that the limit is already passed. Universal experience cannot be safely

ignored. Partial and temporary relief can be afforded by assigning teachers of the corps to duty as assistant supervising principals, but such service of the best quality can not be obtained for any considerable time without paying the salaries due to efficient service of this class.

Not only is our supervising corps much smaller than in other cities, with which comparison may be properly made, but the rates of compensation are also much lower. A liberal change in both these respects can not be avoided much longer. It is beyond reason to expect that our present enlarged system can be properly supervised with the same corps which was merely adequate when the number of pupils and schools was half the present number.

The year has been one of steady progress in the face of all discouragements. Every department of the system has given proof of its firm and sure foundation. Very few complaints come to the Board from any source, and a gratifying *esprit du corps* prevails among the teaching force.

The Board would fail in the performance of a very manifest duty did it not commend in the strongest terms the skillful and laborious work of Superintendents Powell and Cook and the very efficient service of the supervising principals.

A. H. WITMER,
RUFUS H. THAYER,
B. K. BRUCE,
Committee on Annual Report.

REPORT OF SUPERINTENDENT POWELL.

The Board of Trustees of Public Schools of the District of Columbia.

GENTLEMEN: I have the honor and pleasure to present herewith a report of the condition of schools under your charge.

This report sets forth to a large degree the condition of the schools of all kinds and in the different localities, as will be seen by reference to the reports of the supervising principals, those of the principals of the high and normal schools, and of those of the special teachers. To these your attention is especially invited.

I have thought best to present first some general statistics of the entire system of schools by uniting facts presented by Superintendent Cook with corresponding facts found in my report. This is done partly for your convenience, but more especially for the benefit of the honorable Commissioners and others, who seek at first view the facts that must govern their decisions and acts, not having time to select and compile details, which you, because of your closer connection with, and your responsibility for, the schools will take time to do and will find interest in doing.

TABLE I.—*Showing attendance and cost of white and colored schools.*

	White.	Colored.	Total.
Whole enrollment:			
Normal schools	40	40	80
High schools	1,422	345	1,767
Grammar and primary schools	22,112	12,947	35,059
Total	23,574	13,332	36,906
Increase for the year	814	328	1,142
Per cent. of increase	3.5	2.4	3.1
Average enrollment:			
Normal schools	40	39	79
High schools	1,275	305	1,580
Grammar and primary schools	18,306	10,401	28,707
Total	19,621	10,745	30,366
Increase for the year	525	276	801
Per cent. of increase	2.7	2.6	2.7
Average daily attendance:			
Normal schools	39	38	77
High schools	1,213	293	1,506
Grammar and primary schools	18,853	9,748	28,601
Total	18,105	10,079	28,184
Increase for the year	339	226	565
Per cent. of increase	1.9	2.2	2.0

TABLE I.—*Showing attendance and cost of white and colored schools*—Continued.

	White.	Colored.	Total.
Whole enrollment:			
Boys	11,458	5,853	17,311
Girls	12,116	7,479	19,595
Total	23,574	13,332	36,906
Whole enrollment in night schools	1,160	1,350	2,510
Grand total	24,734	14,682	39,416
Number of teachers:			
Male	60	32	92
Female	435	218	653
Total	495	250	745
Night schools	20	24	44
Grand total	515	274	789
School buildings:			
Owned	53	31	84
Rented	8	4	12
Total	61	35	96
School rooms:			
Owned	387	193	580
Rented	26	21	47
Total	413	214	627
Cost of tuition per pupil, including supervision (based on average enrollment)	$17.90	$15.05	$16.89
Cost per pupil for all expenses except repairs and permanent improvements (based on average enrollment)			21.22

TABLE II.—*Whole enrollment of pupils in the several kinds and grades of schools for the school year ending June 30, 1890.*

	White.	Colored.	Total
Normal schools	40	40	80
High schools	1,422	345	1,767
Total	1,462	385	1,847
Grammar schools, city:			
Eighth grade	1,777	386	2,163
Seventh grade	1,932	577	2,509
Sixth grade	2,341	721	3,062
Fifth grade	2,870	1,300	4,170
Total	8,920	2,984	11,904
Primary schools, city:			
Fourth grade	2,891	1,002	3,893
Third grade	2,635	1,335	3,970
Second grade	2,590	2,137	4,727
First grade	3,299	3,595	6,894
Total	11,415	8,069	19,484
County schools	1,777	1,894	3,671
Grand total	23,574	13,332	36,906

TABLE III.—*Whole enrollment of pupils, boys and girls, white and colored, in the District of Columbia, by grades, for the school year ending June 30, 1890.*

Grades.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal schools	9	71	80	.22
High schools	604	1,163	1,767	4.79
Eighth grade	900	1,358	2,258	6.12
Seventh grade	1,046	1,624	2,670	7.24
Sixth grade	1,373	1,963	3,336	9.04
Fifth grade	2,137	2,353	4,490	12.12
Fourth grade	2,185	2,289	4,474	12.13
Third grade	2,281	2,216	4,497	12.19
Second grade	2,642	2,673	5,315	14.41
First grade	4,134	3,885	8,019	21.74
Total	17,311	19,595	36,906	100.00
SUMMARY.				
Normal and high schools	613	1,234	1,847	5.01
Grammar schools	5,456	7,298	12,754	34.52
Primary schools	11,242	11,063	22,305	60.47
Total	17,311	19,595	36,906	100.00

SCHOOLS.

The number of schools below the high school was as follows:

	White.	Colored.	Total.
Grammar schools, city:			
Eighth grade	35	8	43
Seventh grade	38	11	49
Sixth grade	46	12	58
Fifth grade	52	20	72
Total	171	51	222
Primary schools, city:			
Fourth grade	51	22	73
Third grade	49	29	78
Second grade	50	41	91
First grade	57	46	103
Total	207	138	345
County schools	35	34	69
Grand total	413	223	636
Number of whole day schools	309	129	438
Number of half-day schools	104	94	198
Total	413	223	636

The average number of pupils to a school (based on the whole enrollment) was as follows:

	White.	Colored.	Total.
High schools (to a teacher, excluding principals)	35.5	31.3	34.6
Grammar schools, city:			
Eighth grade	50.7	48.2	50.3
Seventh grade	50.8	52.4	51.2
Sixth grade	50.8	60.0	52.7
Fifth grade	55.1	65.0	57.9
Primary schools, city:			
Fourth grade	56.6	45.5	53.3
Third grade	53.7	46.0	50.8
Second grade	51.8	52.1	51.9
First grade	57.8	78.1	66.9
County schools	50.7	55.7	53.2

Seven hundred forty-five teachers were employed as follows:

	White.	Colored.	Total.
Supervising principals	6	2	8
Normal schools	5	5	10
High schools	41	12	53
Grammar schools, city:			
Eighth grade	35	8	43
Seventh grade	38	11	49
Sixth grade	46	12	58
Fifth grade	52	20	72
Total	171	51	222
Primary schools, city:			
Fourth grade	51	22	73
Third grade	47	28	75
Second grade	47	39	86
First grade	55	44	99
Total	200	133	333
County schools	35	34	69
Teachers of music	2	2	4
Teachers of drawing	3	1	4
Teachers of manual training	12	3	15
Teachers of cookery	9	3	12
Teachers of sewing	8	4	12
Teachers of physical culture	3	.....	3
Grand total	495	250	745

The cost of the schools for supervision and teaching was as follows:

	White.	Colored	Total
Supervision:			
One superintendent	$2,700.00	$2,250.00	$4,950.00
Six supervising principals, each $2,000	12,000.00	.....	12,000.00
Two supervising principals, each $2,000	.....	4,000.00	4,000.00
One clerk	1,200.00	800.00	2,000.00
One messenger	300.00	200.00	500.00
Total	16,200.00	7,250.00	23,450.00
Cost per pupil (estimated on average enrollment)	.76	.78	.77
Tuition:			
Normal schools:			
Principals	1,500.00	1,500.00	3,000.00
Two teachers	2,000.00	.....	2,000.00
One teacher	.....	950.00	950.00
Two teachers	1,600.00	.....	1,600.00
Three teachers	.....	2,200.00	2,200.00
Total	*5,100.00	†4,650.00	9,750.00
Cost per pupil (estimated on average enrollment)	55.83	53.84	.....
High schools:			
Principals	2,500.00	1,800.00	4,300.00
Forty teachers	32,964.92	.....	32,964.92
Eleven teachers	.....	10,010.00	10,010.00
Total	35,464.92	11,810.00	47,274.92
Cost per pupil (estimated on average enrollment)	27.81	38.72	.....
Grammar schools, city:			
35 eighth, 38 seventh, 46 sixth, 52 fifth grades	141,987.00	.....	141,987.00
8 eighth, 11 seventh, 12 sixth, 20 fifth grades	.....	41,175.00	41,175.00
Total	141,987.00	41,175.00	183,162.00
Cost per pupil (estimated on average enrollment)	18.68	17.04	.....
Primary schools, city:			
51 fourth, 49 third, 50 second, 49 first grades	103,404.68	.....	103,404.68
22 fourth, 29 third, 41 second, 49 first grades		67,192.36	67,192.36
Total	103,404.68	67,192.36	170,597.04
Cost per pupil (estimated on average enrollment)	11.36	9.89	.....
Special teachers:			
2 music teachers, 3 drawing teachers, 3 teachers of physical culture	6,970.00	.....	6,970.00
2 music teachers, 1 drawing teacher		3,100.00	3,100.00
Total	6,970.00	3,100.00	10,070.00
Cost per pupil (estimated on average enrollment)	.33	.30	.....
Manual training:			
Carpentry, 11; metal working, 1; cookery, 9; sewing, 8	19,170.00	.....	19,170.00
Carpentry, 2; metal working, 1; cookery, 3; sewing, 4	.....	6,410.00	6,410.00
Total	19,170.00	6,410.00	25,580.00
Cost per pupil (estimated on average enrollment)	.....	1.79	.....
County schools:			
35 teachers	23,017.50	.....	23,017.50
34 teachers	.....	20,200.00	20,200.00
Total	23,017.50	20,200.00	43,217.50
Cost per pupil (estimated on average enrollment)	16.77	13.87	.....

Average cost per pupil for tuition in all the schools, estimated on average enrollment, [illegible]

* This includes the cost of teaching six practice schools, $2,806.76.

† This includes the cost of teaching five practice schools, $2,550.

Washington Normal School of the first six divisions.

Number of teachers trained	40
Average attendance	39
Number of teachers employed	5
Average salary	$1,020

Washington Normal School of the seventh and eighth divisions.

[Colored.]

Number of teachers trained	40
Average attendance	38
Number of teachers employed	5
Average salary	$930

Washington High School of the first six divisions.

Number of pupils enrolled (girls, 882; boys, 540)	1,422
Average enrollment	1,275
Average attendance	1,213
Per cent. of attendance	95.2
Average number of cases of tardiness per month	215
Number of pupils dismissed	0
Number of teachers employed	41
Average salary paid	$864.99
Cost of tuition per pupil (estimated on average enrollment)	27.81

Washington High School of the seventh and eighth divisions.

[Colored.]

Number of pupils enrolled	345
Average enrollment	305
Average attendance	293
Per cent. of attendance	96
Average number of cases of tardiness per month	14.1
Number of pupils dismissed	0
Number of teachers employed	12
Average salary paid	$984.16
Cost of tuition per pupil (estimated on average enrollment)	38.72

Grammar and primary schools.

	White.	Colored.	Total.
Number of pupils enrolled	22,112	12,947	35,059
Average enrollment	18,306	10,401	28,707
Average attendance	16,853	9,748	26,601
Per cent. of attendance	92.0	93.7	92.6
Average number of cases of tardiness per month	1,912	511	2,423
Number of pupils dismissed	26	9	35
Number of cases of corporal punishment	30	103	133
Number of teachers employed	406	218	624
Average salary paid	$661.10	$589.75	.....
Average number of pupils to a teacher (estimated on average enrollment)	45.0	47.7	.....
Cost of tuition per pupil (estimated on average enrollment)	$14.66	$12.36	.....
Number of pupils enrolled in all schools	23,574	13,332	36,906

Special teachers.

	White.*	Colored.†	Total.
Drawing	3	1	4
Music	2	2	4
Teachers of physical culture	3		3
Average salary paid:			
Drawing	$833.33	$1,200.00	
Music	1,400.00	950.00	
Teachers of physical culture	556.67		
Average cost per pupil for special tuition (estimated on average enrollment)	.33	.33	

* First six divisions. † Seventh and eighth divisions.

SUPERVISION.

The cost of supervision was:

One superintendent (white)	$2,700.00
One superintendent (colored)	2,250.00
Six supervising principals (white, each $2,000)	12,000.00
Two supervising principals (colored), each $2,000	4,000.00
One clerk	1,200.00
One clerk (colored)	800.00
One messenger	300.00
One messenger (colored)	200.00
Total cost of supervision	23,450.00
Average cost of supervision per pupil (estimated on average enrollment, 30,366)	.77

Summary.

Total cost of instruction, including supervision	$513,101.46
Whole number of pupils enrolled	36,906
Average enrollment	30,366
Average daily attendance	28,184
Average cost of instruction, including supervision, estimated on—	
1. Whole enrollment	$13.92
2. Average enrollment	16.89
3. Average daily attendance	18.20

Contingent expenses.

Total amount expended	$24,572.73
Average amount per pupil (estimated on average enrollment)	.80

Fuel.

Total amount expended	$24,000.00

Janitors.

Total amount expended	$46,916.22
Average cost per pupil (including high and normal schools) for all expenses except repairs and permanent improvements—	
1. On whole enrollment	17.46
2. On average enrollment	21.22
3. On average daily attendance	22.86

List of school-houses owned, with their respective locations, and with the number of rooms in each.

Divisions.	Names of buildings.	Location of buildings.	Number of rooms.
1	Franklin	Thirteenth and K streets, northwest	15
1	Dennison	S street, between Thirteenth and Fourteenth streets, northwest	12
1	Force	Massachusetts avenue, between Seventeenth and Eighteenth streets, northwest	12
1	Grant	G street, between Twenty first and Twenty-second streets, northwest	12
1	Weightman	Twenty-third and M streets, northwest	8
1	Berret	Fourteenth and Q streets, northwest	9
1	Adams	Seventeenth street, between R street and New Hampshire avenue, northwest	8
1	Thomson	Twelfth street, between K and L streets, northwest	6
2	Gales	First and G streets northwest	12
2	Henry	P street, between Sixth and Seventh streets, northwest	12
2	Webster	Tenth and H streets northwest	12
2	Seaton	I street, between Second and Third streets, northwest	12
2	Twining	Third street, between N and O streets, northwest	8
2	Abbot	Sixth street and New York avenue, northwest	9
2	Morse	Fifth and R streets, northwest	8
2	Phelps	Vermont avenue, between T and U streets, northwest	8
2	Blake	North Capitol street, between K and L streets, northwest	8
2	Arthur	Arthur Place, northwest	8
3	Wallach	Pennsylvania avenue, between Seventh and Eighth streets, southeast	12
3	Peabody	Fifth and C streets, northeast	12
3	Brent	Third and D streets, southeast	8
3	Blair	I street, between Sixth and Seventh streets, northeast	8
3	Maury	B street, between Thirteenth and Fourteenth streets, northeast	8
3	Towers	Eighth and C streets, southeast	8
3	Carberry	Fifth street between D and E streets, northeast	8
3	Cranch	Twelfth and G streets, southeast	6
3	McCormick	Third street, between M and N streets, southeast	4
3	.....	Seventh and G streets, southeast	2
3	Lenox	Fifth street and Virginia avenue, southeast	8
3	Madison	Tenth and G streets, northeast	8
4	Jefferson	Sixth and D streets, southwest	20
4	Amidon	Sixth and F streets, southwest	8
4	Bradley	Thirteen-and-a-half streets, between C and D streets, southwest	8
4	Potomac	Twelfth street, between Maryland avenue and E street, southwest	4
4	Greenleaf	Four-and a half street, between M and N streets, southwest	4
4	Smallwood	I street, between Third and Four and a-half streets, southwest	8
5	Addison	P street, between Thirty second and Thirty-third streets, northwest	11
5	Curtis	O street between Thirty-second and Thirty-third streets, northwest	9
5	Corcoran	Twenty-eighth street, between M street and Olive avenue, northwest	8
5	Jackson	U street, between Thirtieth and Thirty-first streets, northwest	8
5	.....	Thirty-second and S streets, northwest	4
5	Threlkeld	Thirty-sixth street and Prospect avenue, northwest	4
6	Monroe	Steuben street, between Seventh and Eighth streets, county	8

List of school-houses owned, with their respective locations, etc.—Continued.

Divisions.	Names of buildings.	Location of buildings.	Number of rooms.
6	Mott and annex	Sixth street extended and Trumbull street	
6	Anacostia	Washington street, between Fillmore and Pierce streets, Anacostia, D. C	10
6	Hillsdale and Birney	Nichols avenue, Hillsdale, D. C	6
6	Mount Pleasant	County	10
6	Hamilton Road	do	4
6	Tennallytown	do	4
6	Grant Road	do	4
6	Brightwood	do	2
6	Soldiers' Home	do	4
6	Hamilton	do	2
6	Benning	do	4
6	Benning Road and annex	do	4
6	Glesboro	do	4
6	Conduit Road	do	2
6	Chain Bridge Road	do	1
6	Brightwood	do	1
6	Columbia Road	do	2
6	Fort Slocum	do	2
6	Bunker Hill Road	do	1
6	Queen's Chapel Road	do	1
6	Anacostia Road	do	1
6	Burrville	do	1
6	Good Hope	do	1
7	Stevens	Twenty first street, between K and L streets, northwest	2
7	Garnet	Tenth and C streets northwest	15
7	Sumner	Seventeenth and M streets, northwest	12
7	Wormley	Prospect avenue, between Thirty third and Thirty fourth streets, northwest	10
7	Magruder	M street, between Sixteenth and Seventeenth streets, northwest	8
7	Briggs	Twenty second and E streets, northwest	8
7	Garrison	Twelfth street, between R and S streets northwest	8
7	Chamberlain	East street, Georgetown	8
8	Lincoln	Second and C streets, southeast	*8
8	Randall	First and I streets, southwest	11
8	John F. Cook	O street, between Fourth and Fifth streets, northwest	10
8	Banneker	Third street between K and L streets, northwest	10
8	Anthony Bowen	Ninth and E streets, southwest	8
8	Giddings	G street, between Third and Fourth streets southeast	8
8	Lovejoy	Twelfth and D streets, northeast	3
8	Jones	First and L streets, northwest	6
8	Bell	First street, between B and C streets, southwest	8
8	Ambush	L street, between Sixth and Seventh streets, southwest	8

* Only two fit for use.

TABLE IV.—*Whole enrollment of colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1890.*

Grades.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal school	6	34	40	—
High school	64	281	345	.30
Eighth grade	114	300	414	2.50
Seventh grade	190	434	624	3.10
Sixth grade	263	546	800	4.68
Fifth grade	574	868	1,442	6.07
Fourth grade	526	727	1,263	10.82
Third grade	755	881	1,636	9.47
Second grade	1,168	1,346	2,514	12.27
First grade	2,183	2,062	4,245	18.86
Total	5,853	7,479	13,332	31.84
				100.00
SUMMARY.				
Normal and high schools	70	315	385	2.89
Grammar schools	1,141	2,148	3,289	24.67
Primary schools	4,642	5,016	9,658	72.44
Total	5,853	7,479	13,332	100.00

TABLE V.—*Growth of the schools since the year* 1880.

School year ending June 30—	Average number of pupils enrolled.					
	First six divisions.		Seventh and eighth divisions.		Total.	
	Number.	Per cent. of increase.	Number.	Per cent. of increase.	Number.	Per cent. of increase.
1880	15,027	.....	6,573	.....	21,600	.....
1881	15,494	3.1	6,567	.....	22,061	2.13
1882	16,063	3.6	6,763	2.98	22,826	3.46
1883	16,524	2.8	7,070	4.53	23,594	3.36
1884	16,642	.71	7,225	2.19	23,867	1.11
1885	17,468	4.9	7,689	6.42	25,157	5.40
1886	18,720	7.1	8,191	6.52	26,911	6.97
1887	19,285	3.0	8,448	3.13	27,733	3.05
1888	19,762	2.4	8,791	4.06	28,553	2.95
1889	20,477	3.6	9,088	3.37	29,565	3.54
1890	21,077	2.9	9,289	2.21	30,366	2.70

TABLE VI.—*Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since the year 1880.*

School year ending June 30—	Average enrollment.						Teachers.	
	First six divisions.		Seventh and eighth divisions		Total.			
	Number.	Per cent. of increase.	Number	Per cent. of increase.	Number	Per cent of increase.	Whole number employed.	Increase.
1880	15,027	.....	6,573	.....	21,600	.....	434	..
1881	15,494	3.1	6,567	.....	22,061	2.13	461	27
1882	16,063	3.6	6,763	2.98	22,826	3.46	485	24
1883	16,524	2.8	7,070	4.53	23,594	3.36	505	20
1884	16,642	.71	7,225	2.19	23,867	1.11	525	20
1885	17,468	4.9	7,689	6.42	25,157	5.40	555	30
1886	18,720	7.1	8,191	6.52	26,911	6.97	595	40
1887	19,285	3.0	8,448	3.13	27,733	3.05	620	25
1888	19,762	2.4	8,791	4.06	28,553	2.95	654	34
1889	20,477	3.6	9,088	3.37	29,565	3.54	693	39
1890	21,077	2.9	9,289	2.21	30,366	2.70	745	52

TABLE VII.—*Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.*

School year ending June 30—	Average enrollment.		Teachers.		Cost (excluding rent and permanent improvements).		
	Total.	Per cent. of increase.	Number employed	Increase.	Per pupil (based on average enrollment).	Aggregate amount.	Per cent of increase
1880	21,600	.....	434	....	$16.95	$366,199.51	.....
1881	22,061	2.13	461	27	17.28	381,314.19	4.12
1882	22,826	3.46	485	24	17.44	398,254.54	4.44
1883	23,594	3.36	505	20	17.78	419,594.60	5.35
1884	23,867	1.11	525	20	18.22	435,032.79	3.67
1885	25,157	5.40	555	30	18.66	469,550.51	7.93
1886	26,911	6.97	595	40	17.76	477,993.67	1.79
1887	27,733	3.05	620	25	19.11	509,194.01	6.52
1888	28,553	2.95	654	34	19.11	545,717.71	7.17
1889	29,565	3.54	693	39	20.11	594,774.73	8.98
1890	30,366	2.70	745	52	21.58	655,310.08	10.17

TABLE VIII.—*Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since the year 1880.*

School year ending June 30—	Whole enrollment.						Teachers.		Cost (excluding rent and permanent improvements).		
	First six divisions		Seventh and eighth divisions		Total.		Whole number employed.	Increase.	Per pupil (based on whole enrollment).	Aggregate amount.	Per cent. of increase.
	No.	Per cent. of increase	No.	Per cent. of increase.	No.	Per cent. of increase.					
1880	18,378	.....	8,061	.....	26,439	.....	434	..	$13.85	$366,199.51	....
1881	19,153	4.2	8,146	1.05	27,299	3.2	461	27	13.96	381,314.19	4.12
1882	19,031	*0.63	8,280	1.75	27,320	....	485	24	14.57	398,254.54	4.44
1883	19,836	4.2	8,710	5.07	28,546	4.4	505	20	14.69	419,594.60	5.35
1884	21,221	6.9	9,167	5.24	30,388	6.4	525	20	14.31	435,032.79	3.67
1885	21,267	0.21	9,598	4.7	30,865	1.5	555	30	15.21	469,550.51	7.93
1886	22,198	4.3	10,138	5.62	32,336	4.7	595	40	14.78	477,993.67	1.79
1887	23,073	3.9	10,345	2.0	33,418	3.3	620	25	15.23	509,194.01	6.52
1888	23,810	3.1	11,040	6.71	34,850	4.28	654	34	15.65	545,717.71	7.17
1889	24,594	3.2	11,170	1.17	35,764	2.62	693	39	16.62	594,774.73	8.98
1890	25,468	3.5	11,438	2.39	36,906	3.1	745	52	17.75	655,310.08	10.17

* Decrease.

TABLE IX.—*Amount expended for rent and sites and buildings each year from the year 1880 to the year 1890, inclusive.*

School year ending June 30—	Rent.	Sites and buildings.
1880	$28,998.35	$74,998.24
1881	26,506.11	103,416.91
1882	26,472.57	253,609.73
1883	14,805.33	103,141.47
1884	8,742.50	103,563.94
1885	7,060.00	118,400.00
1886	6,919.66	61,130.04
1887	7,354.00	73,085.34
1888	10,215.44	239,115.77
1889	14,832.00	*332,312.44
1890	10,000.00	240,467.39

*Including $5,638.04 for permanent improvements to Lincoln building.

THE FIRST SIX DIVISIONS.

ATTENDANCE.

The number of pupils enrolled during the year was 25,468; 23,574 white and 1,894 colored. This is an increase of 874, or 3.5 per cent., over the number registered the preceding year.

The average enrollment was 21,077, being 600, or 2.9 per cent., in excess of that of the previous year.

The number of pupils in daily attendance was 19,418, being 396, or 2 per cent., greater than that of the preceding year.

Enrollment of pupils in the several kinds and grades of schools for the school year ending June 30, 1890.

Normal School	40
High School	1,422
Grammar schools, city:	
Eighth grade	1,872
Seventh grade	2,093
Sixth grade	2,615
Fifth grade	3,190
Total	9,770
Primary schools, city:	
Fourth grade	3,472
Third grade	3,162
Second grade	3,178
First grade	4,424
Total	14,236
Grand total	25,468

TABLE X.—*Enrollment of pupils in the several kinds and grades of schools for school year ending June 30, 1890, compared with that for previous year.*

Grades.	Whole enrollment.			
	1889–'90.	1888–'89.	Increase.	Decrease.
Normal School	40	40	.....	.....
High School	1,422	1,253	169	.....
Total	1,462	1,293	169	.....
Grammar schools:				
Eighth grade	1,872	1,750	122	.....
Seventh grade	2,093	2,123	.....	30
Sixth grade	2,615	2,606	9	.....
Fifth grade	3,190	3,026	164	.....
Total	9,770	9,505	295	30
Primary schools:				
Fourth grade	3,472	3,466	6	.....
Third grade	3,162	3,149	13	.....
Second grade	3,178	3,149	29	.....
First grade	4,424	4,032	392	.....
Total	14,236	13,796	440	.....
Grand total	25,468	24,594	904	30

TABLE XI.—*Showing the whole enrollment of white pupils within the city, by grades, for the school year ending June 30, 1890.*

Grades.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal School	3	37	40	
High School	540	882	1,422	0.18
Eighth grade	759	1,018	1,777	6.53
Seventh grade	792	1,140	1,932	8.15
Sixth grade	1,024	1,317	2,341	8.86
Fifth grade	1,461	1,409	2,870	10.74
Fourth grade	1,479	1,412	2,891	13.17
Third grade	1,404	1,231	2,635	13.26
Second grade	1,368	1,222	2,590	12.09
First grade	1,688	1,611	3,299	11.88
Total	10,518	11,279	21,797	15.14
				100.00
SUMMARY.				
Normal and High Schools	543	919	1,462	6.71
Grammar schools	4,036	4,884	8,920	40.92
Primary schools	5,939	5,476	11,415	52.37
Total	10,518	11,279	21,797	100.00

TABLE XII.—*Showing the whole enrollment of white pupils in the first six divisions (city and county), by grades, for the school year ending June 30, 1890.*

Grades.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal School	3	37	40	0.17
High School	540	882	1,422	6.03
Eighth grade	786	1,058	1,844	7.82
Seventh grade	856	1,190	2,046	8.68
Sixth grade	1,110	1,417	2,527	10.72
Fifth grade	1,563	1,485	3,048	12.93
Fourth grade	1,649	1,562	3,211	13.62
Third grade	1,526	1,335	2,861	12.14
Second grade	1,474	1,327	2,801	11.88
First grade	1,951	1,823	3,774	16.01
Total	11,458	12,116	23,574	100.00
SUMMARY.				
Normal and High Schools	543	919	1,462	6.20
Grammar schools	4,315	5,150	9,465	40.15
Primary schools	6,600	6,047	12,467	53.65
Total	11,458	12,116	23,574	100.00

TABLE XIII.—*Showing the whole enrollment of pupils (white and colored) in the first six divisions (city and county) for the school year ending June 30, 1890.*

Grades.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal School	3	37	40	0.16
High School	540	882	1,422	5.58
Eighth grade	796	1,076	1,872	7.35
Seventh grade	868	1,225	2,093	8.22
Sixth grade	1,149	1,466	2,615	10.27
Fifth grade	1,625	1,565	3,190	12.53
Fourth grade	1,759	1,713	3,472	13.63
Third grade	1,671	1,491	3,162	12.41
Second grade	1,647	1,531	3,178	12.48
First grade	2,287	2,137	4,424	17.37
Total	12,345	13,123	25,468	100.00
SUMMARY.				
Normal and High Schools	543	919	1,462	5.74
Grammar schools	4,438	5,332	9,770	38.37
Primary schools	7,364	6,872	14,236	55.89
Total	12,345	13,123	25,468	100.00

SCHOOLS.

The number of schools below the High School was as follows:

Grammar schools, city:		
Eighth grade	35	
Seventh grade	38	
Sixth grade	46	
Fifth grade	52	
Total		171
Primary schools:		
Fourth grade	51	
Third grade	49	
Second grade	50	
First grade	57	
Total		207
County schools:		
White	35	
Colored	34	
Total		69
Grand total		447
Number of whole-day schools		341
Number of half-day schools		106
Total		447

The average number of pupils to a school (based on the whole enrollment) was as follows:

High School (to a teacher, excluding principal)	35.5
Grammar schools, city:	
Eighth grade	50.7
Seventh grade	50.8
Sixth grade	50.8
Fifth grade	55.1
Primary schools, city:	
Fourth grade	56.6
Third grade	53.7
Second grade	51.8
First grade	57.8
County schools:	
White	50.7
Colored	55.7

TEACHERS.

Five hundred and twenty-nine teachers were employed as follows:

Supervising principals	6	
Normal school	5	
High school	41	
		52
Grammar schools, city:		
Eighth grade	35	
Seventh grade	38	
Sixth grade	46	
Fifth grade	52	
		171
Primary schools, city:		
Fourth grade	51	
Third grade	47	
Second grade	47	
First grade	55	
		200
County schools:		
White	35	
Colored	34	
		69
Teachers of music		2
Teachers of drawing		3
Teachers of manual training		12
Teachers of cookery		9
Teachers of sewing		8
Teachers of physical culture		3
Total		529

The cost of the schools for supervision and teaching was as follows:

Supervision:		
Superintendent	$2,700.00	
Clerk	1,200.00	
Messenger	300.00	
Six supervising principals, $2,000 each	12,000.00	
		$16,200.00
Cost per pupil (estimated on average enrollment, 21,077)		.76
Normal school:		
Principal	1,500.00	
Two teachers	2,000.00	
Two teachers	1,600.00	
		*5,100.00
Cost per pupil (estimated on average enrollment, 40)		55.83
High school:		
Principal	2,500.00	
Forty teachers	32,964.92	
		35,464.92
Cost per pupil (estimated on average enrollment, 1,275)		27.81
Grammar schools, city (35 eighth, 38 seventh, 46 sixth, 52 fifth grade schools)		141,987.00
Cost per pupil (estimated on average enrollment, 7,598)		18.68
Primary schools, city (51 fourth, 49† third, 50† second, 57† first grade schools)		‡103,404.68
Cost per pupil (estimated on average enrollment, 9,336)		11.38
County schools:		
White schools (35)		23,017.50
Colored schools (34)		20,200.0
Cost per pupil (estimated on average enrollment):		
White (1,372)		16.77
Colored (1,456)		13.87
Special teachers (2 music teachers, 3 drawing teachers, 3 teachers of physical culture)		6,970.00
Cost per pupil (estimated on average enrollment, 21,077)		.33
Teachers of manual training schools (of carpentry, 11; of metal working, 1; of cookery, 9; of sewing, 8)		19,170.00
Cost per pupil (estimated on whole enrollment,)		
Cost per pupil for tuition in all the schools, including manual training (based on average enrollment, 21,077)		16.85

* This includes the cost of teaching six practice schools, $2,866.76.

† Two of these schools were taught by normal pupils.

‡ To be increased by the cost of teaching six practice schools, $2,866.76.

SCHOOL ACCOMMODATIONS.

TABLE XIV.—*Buildings and rooms occupied (owned and rented) in the first six divisions at the close of the school year ending June 30, 1890 (excluding the Washington High School).*

	Divisions.						Total.
	First.	Second.	Third.	Fourth.	Fifth.	Sixth.	
Buildings owned	8	10	12	6	6	24	66
Buildings rented	*a*1	*b*3	*c*1	.....	.....	*d*3	8
Total	9	13	13	6	6	27	74
Rooms owned	*e*79	97	*f*90	52	36	70	424
Rooms rented	*a*1	*c*14	*c*2	.....	2	7	26
Total	80	111	92	52	38	77	450

Total number of schools, 447.

a Occupied by cooking school.
b One occupied by cooking school and two by cooking and manual training schools.
c Occupied by cooking and manual training schools.
d One occupied by graded schools; two occupied by graded schools and manual training schools.
e Two occupied by cooking schools.
f One occupied by cooking school.

TABLE XV.—*Buildings and rooms (owned) in the first six divisions at the beginning of the school year ending June 30, 1891 (excluding the Washington High School and the Washington Business High School).*

	Divisions.								Total.
	First.	Second A.	Second B.	Third.	Fourth.	Fifth.	Sixth A.	Sixth B.	
Buildings owned	6	5	7	10	6	8	14	9	65
Rooms owned	65	53	54	76	52	63	42	32	437

GENERAL REMARKS.

The introduction of laboratory exercises for the training of eye and hand has necessarily changed in some degree the programs of study and of recitations of all the schools, for, while laboratory work has been added, the time of the school day has not been extended.

Because of the change in the personnel of the Board of Trustees from year to year, I have thought it desirable to present for your consideration a schedule showing the time given to each kind of work in each of the respective grades of school. Thus, new members of the Board of Trustees, as also new Commissioners, may easily ascertain the general purpose of our efforts, and may see in a general way the means and processes by which we attempt to secure it.

I have also thought that possibly many parents who see this report (all should see it) may be interested to know the relation that one study bears to another in our scheme of education, *i. e.*, the relative emphasis given to each branch of study found in the curriculum.

FIRST AND SECOND YEARS.

Number of hours of school per week (including shorter recess) 17½

	Time.		Per cent.
	Hrs.	*Min.*	
Reading*	3	45	21.43
Spelling†	1		5.71
Writing	1		5.71
Drawing	1	20	7.62
Music	1	10	6.67
Language lessons‡	1	45	10.00
Arithmetic§	1	55	10.95
Physical culture	1	35	9.05
Oral lessons:			
Physiology (laws of health and cleanliness)	1		5.71
Natural science‖	1	45	10.00
Recess	1	15	7.15
Total	17	30	100.00

* While learning the first two hundred words the child acquires the knowledge and a helpful command of the sounds of the consonants, those signs of the language whose sounds or values are constant. This enables him with little difficulty to pronounce at sight all words of his own vocabulary. This knowledge is found to be a valuable aid to the child in the future spelling of words. During the first year the child reads an amount of matter from two to five times that contained in his First Reader, according to the strength, ability, and intelligence of his teacher.

† This work includes spelling orally with careful syllabication words taken from the reading lessons and from other lessons of the grade, and, during the latter part of the first year and all of the second year the spelling in written composition of all words used by the child.

‡ This work involves the making of good English for the expression of child thought, induced by the systematic exercise of the observing faculties, of the imagination, of the feelings, and of the will. The sentences are not accepted unless they express exactness, and are correct in form. During the last part of the first year and all of the second year the little compositions are written and afterwards read by the children. The forms of words used are noted and learned; thus the child is learning to write, to read and to spell, and is also learning the forms of words or the grammar of the language.

§ This includes the learning of numbers by means of numbers of things. It involves operations of numbers integral and fractional at first concrete, afterwards abstract, involving changes in denominations. It involves also the making of problems, thus securing the best possible training in English. It involves, furthermore, the reading as well as the solution of these problems, thus securing further training in spelling words and knowing and making the forms of speech. Much of the work of the second year is done with the pencil.

‖ Sequential observation of nature and conclusions therefrom furnish the basis of special language training in these grades. One-third of the time is given to the observation of plants, one third to the observation of animals, one third to the observation of the human body or other phenomena.

THIRD YEAR.

Number of hours of school per week (including shorter recess) 25

	Time.		Per cent.
	Hrs.	*Min.*	
Reading	4		16.00
Spelling	1	25	5.67
Writing	1	25	5.67
Drawing	2	5	8.33
Music	1	15	5.00
Language lessons *	3	5	12.33
Geography †	1	40	6.67
Arithmetic	3		12.00
Physical culture	2	5	8.33
Oral lessons:			
Physiology (laws of health and cleanliness)	1		4.00
Natural science ‡	1	45	7.00
Sewing	1		4.00
Recess	1	15	5.00
Total	25		100.00

* These proceed from knowledge obtained by original investigations directed by the teacher, in plant lessons, animal lessons, and lessons on other phenomena, and are at once a means of recreation, a means of obtaining knowledge, and the means of cultivation in the use of good English.

† These lessons involve the study of the phenomena of vapor in its different forms and effects, the study of local geography, and the representation of the same by sand maps and wall maps.

‡ See note *.

FOURTH YEAR.

Number of hours of school per week (including shorter recess) 25

	Time.		Per cent.
	Hrs.	*Min.*	
Reading *	3	30	14.00
Spelling †	1	15	5.00
Writing	1	30	6.00
Drawing	1	40	6.67
Music	1	15	5.00
Language lessons ‡	2	30	10.00
History §	1		4.00
Geography ‖	2		8.00
Arithmetic	3	20	13.33
Physical culture	2		8.00
Oral lessons:			
Physiology (laws of health and cleanliness)	1		4.00
Natural science	1	45	7.00
Sewing	1		4.00
Recess	1	15	5.00
Total	25		100.00

* Some of the reading done, the matter being selected with great care, is for the purpose of getting information supplementing the work of history, geography, and the laws of health.

† Emphasis is given to the spelling of all words in written work. Words of difficult spelling are selected and the work of learning to spell them is made a specialty.

‡ Language lessons are based, as in the preceding grades, largely on the natural history work, which, in this grade, includes geography. Much good language training is given in the history recitation.

§ Historical story and anecdote, from the time of the invasion of England by the Saxons to the Declaration of Independence, making a connected child story of the origin and growth of government interspersed and embellished with related poetry.

‖ Including the phenomena of contour, its causes and effects, or elementary physical geography, and surface geology involving sand-map making.

FIFTH YEAR.

Number of hours of school per week (including shorter recess) 25

	Time.		Per cent.
	Hrs.	*Min.*	
Reading*	2	35	10.33
Spelling	1	25	5.67
Writing	1	20	5.33
Drawing	2		8.00
Music	1	30	6.00
Language lessons†	2		8.00
English grammar	1		4.00
History of the United States‡	1		4.00
Geography §	2	15	9.00
Arithmetic—fractions ‖	4	30	18.00
Physical culture	1	10	4.67
Oral lessons:			
Physiology (laws of health and cleanliness)	1		4.00
Natural Science	1		4.00
Sewing	1		4.00
Recess	1	15	5.00
Total	25		100.00

* Supplementary reading for explaining and broadening the work of geography, history, and laws of health.

† Composition: subjects taken from the work in geography, physiology, and other natural sciences.

‡ Historical story and anecdote given in sequential order from the Declaration of Independence to the present time, interspersed with related poetry.

§ This study involves more extended observation and representation of physical phenomena, its causes and effects and leads to much collateral reading, reading to obtain information.

‖ Arithmetic, including fractional denominate numbers.

SIXTH YEAR.

Number of hours of school per week (including shorter recess) 25

	Time.		Per cent.
	Hrs.	*Min.*	
Reading	1	40	6.67
Spelling	1		4.00
Writing	1	20	5.33
Drawing	2		8.00
Music	1	15	5.00
Language lessons	2		8.00
English grammar	1		4.00
History of United States*	3		12.00
Geography	2	10	8.67
Arithmetic, compound quantities†	4	10	16.66
Physical culture	1	10	4.67
Oral lessons:			
Physiology (laws of health and cleanliness)	1		4.00
Natural science	1		4.00
Sewing‡	1		4.00
Recess	1	15	5.00
Total	25		100.00

* This study is taken up more formally for which the reading and talking of the fourth and fifth grades have given an excellent preparation. It involves much collateral reading, that is, reading to get information.

† Involving fractional parts.

‡ Cutting and fitting in shops especially adapted to the purpose. (But two of these have been established; in these two 350 pupils receive instruction. It will be remembered that these pupils have had three years' instruction in sewing, namely, in the third, fourth, and fifth grades.)

SEVENTH YEAR.

Number of hours of school per week (including shorter recess) 25

	Time.		Per cent.
	Hrs.	*Min.*	
Reading*	2	.....	8.00
Spelling	1	.....	4.00
Writing	1	.....	4.00
Drawing	1	30	6.00
Music	1	.....	4.00
Language lessons †	1	45	7.00
English grammar (technical)	1	.....	4.00
History of United States ‡	2	30	10.00
Geography ‡	2	.....	8.00
Arithmetic, decimal operations	4	30	18.00
Physical culture	1	.....	4.00
Oral lessons:			
Natural science §	1	.....	4.00
Wood-working (for boys)	2	.....	8.00
Cooking (instead of sewing)	1	30	6.00
Recess	1	15	5.00
Total	25	.....	100.00

* The reading of this grade should develop the power of discrimination to a large degree, and should establish a taste or liking for good literature.

The children should read for a single unit of work several articles on the same subject, or on subjects closely allied, by as many standard authors: As, A Thunder Storm; A Hurricane; A Storm at Sea; A Sunset; Moonlight on the Waters; The Starry Firmament, etc. They should be led to note various ways in which the different writers view the same or kindred phenomena, to note the different purposes of writing, to study the different styles of expressing the same or kindred phenomena, the various impressions made upon different minds by the same or kindred causes, etc.

Pupils in this grade should read short, entire masterpieces by standard authors, and should now begin to see correctly, sequentially and completely by reading, as they have been led to do in the previous grades by objective teaching.

† The language lessons consist chiefly of composition-making, the subjects being taken from history, geography, and physics.

‡ This subject involves much collateral reading, for explaining and broadening the text.

§ Physics, involving experiment, observation, conclusion.

EIGHTH YEAR.

Number of hours of school per week (including shorter recess) 25

	Time.		Per cent.
	Hrs.	*Min.*	
Reading*	1	45	7.00
Spelling	1		4.00
Writing	1		4.00
Drawing	1	40	6.67
Music	1	20	5.33
Language lessons	2	30	10.00
English grammar (technical)	1	20	5.33
History of United States* §	2	30	10.00
Geography* † §	1		4.00
Arithmetic ‡ §	4	40	18.67
Physical culture	1	30	6.00
Oral lessons:			
Physiology (laws of health and cleanliness) and courteous conduct §	1		4.00
Civil government §	2	30	10.00
Algebra §	4	40	18.67
Wood-working (for boys)	2		8.00
Cooking (for girls)	1	30	6.00
Recess	1	15	5.00
Total	25		100.00

* This study involves much collateral reading, that is, reading to get information, reading out from and up to the statements of the text, for explanation, elaboration, and comparison. (See note * under seventh grade.)

† Physical geography.

‡ Review.

§ Taught for one half the year.

A few explanations are necessary to a full understanding of the relation of different kinds of work shown by the foregoing exhibits. These explanations will enable you to see the unity of the course of instruction, the supplementary, complementary, or helping nature of each part of the course.

If the studies exhibited for grades one and two, on page 37, are grouped and classified to show their distinctive characteristics, we shall have the following

TABLE.

	H.	M.	Hrs.	Min.	Per cent.
Distinctively for teaching language:					
Reading	3	45			
Spelling	1	..			
Language lessons	1	45			
Natural science	1	45			
			8	15	47.15
Distinctively for manual training:					
Writing	1	..			
Drawing	1	20			
			2	20	13.33
Distinctively for teaching number:					
Arithmetic			1	55	30.95
Distinctively for health giving exercise:					
Physical culture	1	35			
Recess	1	15			
			2	50	16.19
Distinctively for the finer cultivation of the perceptions:					
Music			1	10	6.67
Distinctively moral teaching:					
Oral lessons—Physiology (laws of health and cleanliness)			1		5.71
Total			17	30	100.00

CORRECT LANGUAGE TEACHING THE PROPER PREPARATION FOR LEARNING TO READ.

The ultimate purpose of learning to read is the training that will give its possessor the power to see the concrete as clearly in the written description as the trained eye would see the thing described; to feel the emotion expressed as his own; to know the willing expressed or to understand the conclusions expressed, as if willing, doing, or making the conclusions himself.

Learning to read may be considered under two general heads:

First, learning the symbols in which the known is preserved.

Second, learning how to add to one's store of knowledge by use of these symbols in which the knowledge sought is formulated.

Or, to express the same in a different way—

First, learning to recognize the forms of speech—words, signs, idiom, sentences, discourse—symbols representing what is known, what is definitely in the mind of the learner.

Second, learning to get information from forms of speech—words, signs, idiom, sentences, discourse.

The more faithfully forms of speech represent correct ideas existing in the mind of the learner when he learns them, the better is he prepared for the second part of learning to read. Words or other signs, if learned as the symbols of imperfect or incorrect ideas, indefinite or false relations, will ever after be misleading, or, when their true meanings have become known, will ever need to be translated.

The child's first effort in learning to read, if nature's laws are to guide in the work, must be to recognize his own words, representing his own knowing, his own thinking, his own feeling, his own willing, his own concluding, his own doing. It is of the highest importance that these words stand for both correct ideas and exact ideas.

The vocabulary which the child brings to school does not, if a small percentage of words be excepted, represent exactness. A few names stand for the right things, whereas many or most of his words representing qualities, feelings, abstractions, are not the symbols in any degree of exactness of the ideas for which they really stand existing in his own mind. It is unwise to teach him these as symbols of what they now represent to him. It is unwise to characterize the beginnings of his school education by such indefiniteness or such obscurity.

The child, as a preparation for learning to read, must have exact ideas and thought, and must be made to express the same correctly and well. The wider the range of ideas, the more diversified the knowing and thinking consistent with sequence and unity, the more nearly they represent all the functions of the mind, however childlike their manifestations, the more rapidly and perfectly will the child appreciate the symbolic nature of words, seeing in them entities, living realities; the more rapidly will he learn to read, and the more delightful will learning to read be to him. With how great enjoyment does he see his own thought in graphic symbols of his own spoken words.

Not only, therefore, must the child think, and think correctly, but the teacher must know what he thinks and how he thinks, for under no other conditions can it be known that he speaks correctly and with exactness.

How soon in the average school work does the child learning to read reach a point in his progress where the reading matter is too difficult for him. The reason should be sought. The trouble is not that he can not be made to pronounce the words, for this can be accomplished, so thorough may be the school drill and so inevitable the mechanical results of prescribed processes. The reason is not far to seek. The words and sentences represent ideas and thoughts that have never had a lodgment in his mind; more than this, he has never learned symbols of corresponding ideas and thoughts by which these may be interpreted. Persistent drilling on such words as these will do little toward teaching the child to read.

Much reading of matter similar to that previously read in his progress does not prepare the child to advance satisfactorily. This has been demonstrated times without number by the addition of supplementary reading matter.

The studying of definitions given in the book will do little good. Definitions carefully given by an intelligent teacher will do little good. The child must be given experiences represented by the words he is to learn, or experiences similar to them. He must be trained in broader lines of seeing, of feeling, of planning, and doing.

He must be led into the field of imagination and be made to create thought (on determinative lines). He must be exercised in fields of emotional activity, of loving, of hating, of being generous, of being cautious, of being fearful, and then he must be helped to express all these sensations or feelings, and must learn their symbols as the representatives of what exists in his own mind. With this preparation he can advance in learning to read.

The child must be made to know more, step by step, in advance of his learning to read, and what he reads at first must represent what he knows. These representations in his mind will be to him his true interpreters of what he afterwards reads on the same subjects. They will be to him the key to the dictionary, making lists of synonymous words intelligible to him.

Knowing is the only safe compass and helmsman in the boundless and dangerous sea of emotional activity; knowing is the only source whence proceeds determinative, profitable, creative activity; knowing is the only reliable enginery of willing, whether it be concluding or doing.

Subjects of thought must be presented to the child first through the senses. He must be made to know through original channels of information.

The best possible work in exact seeing is the study of forms offered in exercises that come under the head of drawing. The lessons given under this head are, first, the modeling of forms in clay in imitation of forms presented to the child. These lessons train his eye, his judgment, and his hand—co-workers for the accomplishment of a definite purpose. Then he is carefully trained to talk about the forms he has made.

Other kinds of work under the head of drawing are stick-laying, paper-folding, and combining geometric forms in wood or in paper, all of which, after being made, are represented with pencil, and in turn are described. Some of these are compared and the processes of doing given, which is narration. It is thus seen that much exact language training is possible under the head of drawing.

Good work will begin simultaneously with the number lessons which take their start in the form lessons, in making simple problems and in solving them.

Much good work can be done for a short time by naming the objects in a room and stating their relative positions and some of their qualities, by the use of simple pictures for description and story, by making tableaux of children and their playthings for a like purpose.

The last named subjects are soon exhausted without too much labor on the part of the teacher.

No other subject which the child can readily understand and which, at the same time, will be interesting to him, offers such opportunities for seeing, such opportunities for training in the exact use of a broad vocabulary, available for general purposes and to a limited extent pos-

sessed by the child, as the study of natural history and elementary physics.

Forms, sizes, colors; number, uses, positions, all offer opportunity for exact seeing, exact knowing, and exact expression.

Comparison of these offers opportunity for exact seeing of likenesses and differences, for intelligent conclusions, and for the exact expression of such seeing and such concluding.

The amount of training which it is possible to give young children in correct, exact seeing; correct, exact thinking; in the early drawing lessons, in the early number lessons, and by the use of natural objects, plants, animals, and the human body, is very great. Material for such lessons, moreover, is very easily obtained and prepared by the teacher.

By the means indicated in the foregoing for inciting the child to thought and for directing him in his thinking, it is possible and easy to give the best training in the use of language, which training is the best possible, indeed the only proper preparation for learning to read.

It will therefore be seen that, whereas the study of elementary science educates by training the child's perceptions, his comparing and concluding faculties, as no other study can do at this stage of his education, and at the same time enriches his mind with knowledge, its introduction at this time is chiefly to furnish the means of accurate and determinative training in the English language; for the work is not done that the child may learn and recite facts, but it is done that he may see facts, and thus be led to use language for exact and correct expression.

This work, if properly done, is far-reaching in its educative effects, whether mind development or language training be its purpose; for objects are not studied in a heterogeneous way, but are presented in groups whose parts are related. For instance, if a leaf is studied, several kinds of leaves must be studied in connection therewith. These, by a perception of their differences, must be separated into groups, after which many leaves may be found by the child, each of which he, deciding for himself, must place in the proper group. If an animal (as the squirrel) is studied, two or more animals belonging to the gnawing group of animals must be studied also, that relations may be seen, comparisons may be made, and conclusions drawn therefrom.

There is, moreover, idiom of the English language that belongs to description; this the child gets by help of the teacher when he describes the thing examined. There is English idiom, used only in comparing; this the child gets and uses when making comparisons, when contrasting the objects considered. There is English idiom belonging to narration; this the child is helped to by the teacher, and uses when telling the story of the growth, of the life, or of the incidents of the capture, of finding, or of buying what he has examined, described and compared. Thus is his vocabulary enriched by idiom that will never be there as a possession except by some such means. Now

when the child sees the words for the first time they are not meaningless to him; he greets them as friends whom he has never before seen. The reading of good English with such preparation is not only easy to the child, but soon becomes a delight to him.

The lessons given under the head of physiology (laws of health and cleanliness) are, so far as they relate to anatomy, the same kind of lessons as those given on plants and animals; but in so far as they relate to the laws of health, evil effects of narcotics, stimulants, etc., they are necessarily more didactic in their character, but are now of equal value to him, for he has grown strong enough to receive profitably what is dictated to him.

A grouping of the third-grade studies will show an emphasis given to the subject of English corresponding to that which is seen to exist in the first and second grades.

The study of plants and animals is continued, always by groups, that sequence may be insured and conclusion may result, to the end that the mind may be trained rather than filled.

In addition to the kinds of work above named, vapor, with its phenomena of steam, cloud, mist, fog, rain, hail, snow, is taught by experiment and objects as a beginning of the study of geography, as well as for the special purpose of language training and of properly preparing the child to read. In this subject is presented a kind of learning quite different from anything the child has had before, namely, discovering by experiment. Water under the influence of heat turns to steam, leaves the receiver, and for a moment is lost to sight, when, by the influence of cold, it returns to view as mist, and soon looks into his face from the side of an ice pitcher.

In the various parts of this interesting and most practicable work excellent opportunity is found for training the productive imagination in the exercise of the creative functions of the mind in determinative lines, the foundation for which is securely laid in the many facts learned. As the child presents the supposed history or biography of a drop of water on the pane of glass, or other like subject, the teacher can judge of the intelligence with which it is done, for he can estimate by known laws and know whether the imagination of the talker or writer is clear, healthy, and under control, or is clouded, unintelligent, undirected, or visionary. Such work broadens the vocabulary, gives subjects for conversation and composition, and prepares the child to read literature, under whose influence he is morally safe, by whose teachings he is made wiser, happier, and better, which can not be said of much of the reading that many of the children will do without this training, and which, I believe, is not true of most of the reading matter, though presented as classical and good, called "fairy tales."

It is not necessary and probably is not advisable to group the studies of the other grades of the school. There are, however, a few points to which I desire to call your attention.

First. While the distinctive purpose of the teaching of reading in the first three grades of the school is to make the children know the symbols representing their own knowledge and mental processes, much practice is given in reading the same and kindred facts and processes expressed by accepted authorities. This is done for broadening the vocabularies of the children and for teaching the kindred significance of words. Some reading is done to get information, similar to that in the possession of the children to be interpreted by it and assimilated with it.

Learning to read should do much toward training the attention and the judgment, which should result in conscious power, as in the preparation for learning to read the pupil learns to know and to feel his ability to investigate and to decide through original channels of information, so now he must gain a corresponding confidence in his ability to investigate, to see, and to know through symbolic channels.

In the fourth grade the reading begins to be more distinctively for the purpose of getting information, and is more and more so characterized through the remaining grades.

Great care is required in the transition. For this purpose the text is illustrated by objective work or experiment, or is supplemented by tests for truth and for application, the effort being, as stated in another place, to train the learner to see accurately and to know exactly by reading.

No greater care is required in any reading lesson than in those belonging to this transition period.

The historical story begun in the fourth grade can be understood only by examination of many objects representing the lives and customs of the people and times studied and by intelligent comparison of the same with corresponding objects representing the lives and customs of the people of to-day.

Objective work is all important in this grade of school, but its use is for another purpose than that for which it is given in the lower grades.

In whatever grade science lessons are given, groups or units of related objects are given, by which unity and symmetry are taught and, furthermore, these lessons lead to or supplement or are a means of practically applying some other part of the work of the grade. This illustrates the interdependence of the parts of the course of instruction.

Second. The drawing lessons lead by successive gradations of seeing and representing; of forming or making, and representing; of planning, making, and representing, and of decorating and representing, to the laboratories (shops), where in turn the knowledge of arithmetic, the knowledge of geography, and, to some extent, that of history, is brought into practical use, throughout all of which there is definite training in English.

Third. All the supplementary reading is done for the purpose of explaining or broadening or embellishing some of the regular work of the

grade, as physical geography, descriptive geography, history, physiology, etc., etc.

Much col-lateral reading is necessary for supplementing the experiments and the meager texts found in our books. After a successful experiment or demonstration, or the examination of other natural phenomena, some beautiful poem relating to what has been learned, or an imaginative prose selection based on the facts learned, is read with delight because it is read with understanding. Its reading is prescribed, as much because it gives additional culture and enjoyment as because it offers opportunity for exercise in reading.

Fourth. In the grades in which the children sew, and especially in those grades whose children work in the cooking laboratories and the mechanical laboratories—the sixth, seventh, and eighth grades—it is so arranged in mixed schools that the boys do not go to their laboratory at the same time that the girls go to theirs, and in unmixed schools, so that but a portion of the pupils go to the laboratory at the same time. This, because of the interruption of the regular class work, gives the teacher opportunity, rather compels the teacher to devote at least one day of the five days of the week to individual teaching, looking up and helping pupils who are behind in their work, ascertaining whether these pupils know how to study or how to use books, and in other ways becoming closely acquainted with the minds and the habits of the individual members of the school. The school thus becomes a place in which natural growth and improvement are secured rather than a place for learning and reciting lessons. This has proved in many instances no small benefit to the schools.

Fifth. Much of the work done in English in all grades of school above the first is put upon paper with pen or pencil by the child. This, of course, involves the spelling of words. Thus, much spelling is done. Thus, too, the correct spelling of many words is insured that, under a different kind of teaching, would not be found in the vocabularies of the children, which, when writing, they would not spell because they would not use them. If this class of words be taken into consideration, and the list is a long one, and if there also be taken into consideration the breadth of vocabulary involved by the great variety in the kinds of work done, and then the percentage of misspelled words noted, our children will be declared good spellers.

Furthermore, the fact that the child knows the real meanings of the words he spells, which is shown by the use of the words in his own composition, should rate him high as a practical speller.

Sixth. By the introduction of the study of plants, animals, vapor, physical geography, surface geology, physics, etc., the children are not necessarily overloaded with work.

The practical effects of such work are to relieve the pupils by giving variety, for the work is not done to get definite results in botany, in

zoölogy, in physics, in geology, in chemistry, but is done chiefly, as I have tried to show, to give opportunity for the right kind of training in English, and to properly prepare the child in the lower-grade school for learning to read, and to train the pupil in the advanced grades of school to read and examine profitably and economically for definite results. Other results are sought and obtained, for, when this work is properly done, done in such a way as to make the best teaching of English possible, the most valuable training of the mind results and besides much valuable information is obtained. If, however, the information were the end sought, and this information were given in an unsystematic way, to-day a plant, to-morrow a manufactured product, another day an animal; or if the information were given in a methodical, connected manner, but were given didactically by lectures or by having the learner read, and then, if he were tested from time to time by examination, oral or written, the work might easily be made to overcrowd and to burden the child.

Finally, I want to call your attention to the variety of work done in the schools requiring change in the exercises, thus insuring that rest which is better for health than inactivity.

> "Rest is not quitting the busy career,
> Rest is the fitting of self to its sphere."

If, in addition to what has been said in the foregoing, it is remembered that a fair percentage of the time and efforts of the schools is given to "health exercises" especially adapted to the needs of the children, circumstanced as they are, and, furthermore, that 90 per cent. of our schoolrooms are well ventilated; that the seating is healthful, and that the surroundings are cheerful, clean, and agreeable, it must be conceded that the hygienic condition of the schools is good and should be gratifying to you and to the parents who send their children to them.

THE TEACHING.

It need not be stated to your intelligent body that to do the work of the schools requires good teaching. A large majority of our teachers do good teaching. They understand the purpose of the work and teach it intelligently as a unified whole.

The efforts of the supervising corps are directed chiefly to making the purpose of the course of study as a whole well understood, and the relation that each part thereof sustains to the whole rather than to giving or suggesting methods of doing work.

It is suggested in the reports of some of the supervising principals, hereto appended (see pages 62 and 74), that drill for fastening information has been sacrificed in some instances in our zeal to make the children do only intelligent work. This, I have no doubt, is true.

The recognition of this defect by the gentlemen having the schools in charge insures its speedy remedy.

THE NORMAL SCHOOL.

By the foregoing presentation of the plan and purpose of our schools, I am given an opportunity to state briefly the work of the Normal School, the chief effort of which is to lead the pupil teacher to see and to understand the scope, the minimum limit, and the possibility of the course of instruction; to see and to understand its parts in their true relation; to study and understand the child-mind and its growth, and to learn and appreciate the order in which the course of study must be presented to secure philosophical and symmetrical growth, insuring at the same time the possession of much well-understood, well-arranged information.

Good method comes quickly to him who knows what to teach and why it is taught. So the study of method is subordinated to the study of mind and how it can be made to grow, and to the study of the course of instruction and how it can be made to subserve that end. A knowledge of method in this school comes to the pupil-teachers mainly by teaching the ten practice schools, two of each grade from the first to the fifth, inclusive, which are taught by the normal students under the guidance, and with the assistance of, the normal corps of teachers, seven in number.

The value of the teachers graduated from this school is enhanced by the character of the material trained. The pupil teachers who come to this school to be trained are, it is true, educated in our own schools, but the policy pursued by the Board of procuring teachers for the high schools from the best colleges and universities rather than from the ranks of teachers below the high school, gives to these persons the benefit of three years' training by those who represent the latest and the most approved authority in processes of investigation and habits of study. The effect of this is to infuse into our system at the right time, and in the proper place, new thought, which, with a careful selection and cultivation of the strongest and best features of the existing system from year to year, will not only prevent degeneration, but will insure a healthy growth.

I suggest that the number of normal students be increased to forty-five or fifty, as it is found that the present number is insufficient to fill the growing needs of the schools and to fill the places of retiring teachers.

TEACHERS' LIBRARY.

The foregoing statement of facts respecting the school curriculum, its breadth as well as its definiteness of purpose, in connection with the question of the source of supply of teachers, leads me to say that, in my judgment, it is important to establish a teachers' library, and I therefore recommend that steps be taken for the accomplishment of this end.

Such a library could be located in the Franklin School Building. It need not take much money to start it.

The library should consist of four departments:

First, the department of pedagogy, which should contain books and current periodicals relating to the history and philosophy of education and to the art of teaching.

A second department should consist of books, reports, charts, and maps, representing the history, and growth, and present condition of the schools of America.

A third department should consist of books relating to the different subjects of our course of instruction, and should be so extensive that any teacher may get all the information necessary for the intelligent, broad teaching of any subject she may have in her grade.

A fourth department, which need not be large, should consist of current literature, especially educational, and secular periodicals suited to the needs of the schools.

If our schools are to hold corresponding rank with other important interests of our city and District, we must foresee their needs and provide for them.

NIGHT SCHOOLS.

Table showing facts relating to night schools.

Schools.	Cost of teachers.	Whole enrollment.	Average attendance per night.	Percentage of attendance.	Number of sessions.	Number of teachers.
WHITE.						
High school	$140.00	74	17	64.7	56	1
Franklin	448.00	320	94	72.5	56	4
Henry	446.50	238	63	78.9	56	4
Wallach	456.00	207	48	77.5	56	4
Jefferson	448.00	160	50	77.6	56	4
Curtis	168.00	31	9	83.4	57	1
Newsboys' Home	56.00	84	21	67.6	28	1
Total	2,162.50	1,114	302	75.1	.....	19
School of cookery:						
626 O street, northwest	112.00	46	10	76.3	56	1
Total	2,274.50	1,160	312	75.1	.....	20
COLORED.						
Mott	252.00	112	55	86.2	56	2
Hillsdale	252.00	80	76	94.3	56	2
Total	504.00	192	131	90.7	.....	4
Grand total	2,799.50	1,352	443	79.2	.....	24

The value of night schools has become more apparent year by year.

A few pupils come to each school at its opening for adventure, or they come expecting to find "learning made easy," but being defeated in the one or disappointed in the other soon withdraw.

This dropping off of attendance leaves a most earnest, deserving company of learners. The school becomes at once interesting and efficient.

No money or efforts expended for education in the District gives more valuable or satisfactory returns than that paid for the night schools.

The experiment of adding some useful technical instruction to the curriculum of these schools the past year was only partially successful. The school of cookery was well attended and successfully managed, but the number desiring lessons in sewing was so small it was thought best, after three sessions, to discontinue the school.

A teacher was furnished for a night school to the Newsboys' Home, the results of whose work were most gratifying. The letter below shows in what estimation the work was held by the managers of that institution:

1421 K STREET.

Mr. POWELL.

DEAR SIR: I am requested by the ladies of the Newsboys' and Children's Aid Society to thank you for your kindness in furnishing the Home with a teacher for the night school the past year. The school has proved a great success, and Mr. Murch a faithful and efficient teacher. The class of boys has been a large one, including both colored and white children, and we are confident that much good has been accomplished.

Very respectfully,

MARY B. FERRY,
Secretary.

The night school is the last effort of the State to educate the masses before resorting to compulsion.

The pupils alluded to in the foregoing, who come only a night or two, and then drop out, are known to be those who need most the work we are anxious to do for them.

They are the restless, uneasy, aimless portion of untaught young people, and hence the dangerous portion. They are not now necessarily bad, but are in condition easily to become so. They are the prey of their own whims, and the creatures of momentary influences. These are they who lack self-control, who are without education because they have neglected their opportunities, not because they have been unfortunately circumstanced in life, not because of misfortune. They have been careless, unreliable all their lives. Their parents or guardians have done little or nothing to make them responsible, reliable, safe persons.

It is found that this class of persons is not reached by the night schools. It was hoped they might be. These schools fail to hold and

interest them long enough to strengthen their better impulses and resolutions.

The State is directly interested in reclaiming these persons. Were these reclaimed and made good, peace-loving, productive citizens, the police officers and police courts would have much less to do, for from these, sooner or later, many belonging to the criminal classes are recruited.

The number of teachers is legion who can trace truancy and careless regard for authority unchecked by the parent, through the stages of the troublesome, aimless boy; the arrest; the police court; the reform school, the workhouse, or the prison. The steps are known. They are logical and sequential, and are as sure as seed-time, growth, and harvest.

It is believed that the number of such persons is but a small percentage of the school population of the city. Ninety per cent. of these can be trained to reliable, valuable citizenship by directive, formative means, if taken in time.

We ought to know how many of this class of persons of both sexes of school age are in the community. We now have no means of knowing. Any estimate of the number is random guess work.

For this purpose we want

TRUANT OFFICERS.

If it is not thought desirable or is not possible to secure by legislation one or more truant officers to be directed by the superintendents, I suggest the propriety of asking the honorable Commissioners to detail one or two police officers for this purpose.

If it is found that the number of children is large enough to make it desirable to do so, special schools may be provided for them, to be called ungraded schools. I feel very sure that for every dollar spent in this sensible prevention of crime many times that sum will be saved by the decreased necessity for the detection and punishment of crime.

Let us then ask that one or two intelligent, reliable officers be detailed for this important service. The badges may be (should be) removed, but the authority may be retained. By no other means can two such officers do so much to prevent crime, do so much to insure peace and quiet to our fair city, and insure safety to its citizens.

It is better, however, to try to reach these people earlier in life. For this reason we should have

FREE KINDERGARTENS.

I need not here repeat what I have said in previous reports of the educational value of kindergartens. I believe, however, that it would be wise to establish kindergartens with a view of reaching at an early time in their lives those young persons who later, if not thus reached and saved, constitute the truant element of the day schools, as well as

those unstable persons whom, it is seen, the night schools fail to hold and interest. It is undoubtedly true that many of the first class are also found in the second.

It has been found, the proof of which is abundant, that the young persons above named are not incorrigible or what may be termed bad when they first manifest their characteristics. They are weak in self-control.

As before intimated, there is not now and never has been any person who will or can teach them self-control, make them reliable, who is authorized to do so. They drift and drift, and the more they drift the less power they have over themselves, until they reach the borders and enter the arena of crime that is hard by when their drifting ceases, in many cases, and they become aggressive wrongdoers and soon become a menace and an expense to the state.

Could these persons be taken early in life, at four or five years of age, and be given the training that the kindergarten insures, most of them could be saved from wrongdoing and be caused to enter the walks of useful and productive lives.

You have many teachers who can diagnose a case of crime and give the history of the causes leading to it better than the detective officer who can excel them in securing the culprit after crime has been committed.

The expense of prevention, certainly insured by the kindergarten, would be less than that incurred by the state in arresting, guarding, and punishing, after crime has become a habit, those who might be saved by its timely influence.

I suggest that Congress be asked—

First, to add twenty to the number of teachers that will be provided for the ordinary schools, and to insert in the proper place in the clause providing for teachers the words "including teachers of kindergartens."

This will amount to $13,700.

Second, to add to the rent fund $10,000, and to insert in the proper place in the clause providing an appropriation for rent the words "including rooms for kindergartens."

Third, to add to the manual-training fund or to the contingent fund $10,000, and to insert in the proper place in the clause providing such fund the words "including outfits for kindergartens."

With these appropriations, the total amount of which is $33,700, we can establish and maintain twenty kindergartens.

TOBACCO.

It seems to me to be most desirable, and incumbent on the school authorities, to try to secure such legislation as will prevent the sale of tobacco in any form to boys of immature age. Such boys should also be prohibited from using tobacco in any form.

No sooner is a school house built than some enterprising dealer establishes himself very near the house for purposes of trade. The most prominent thing offered for sale in many instances is tobacco in one form or other. This temptation, at least, should be removed from the boys. Proof unmistakable and without practical limit can be had of the evil effects of cigarette smoking on boys who attend school. Their teachers mark a decline in their ability no less than in their disposition to do the work of the school. That positive injury to the minds of growing persons results from the use, and especially from the inordinate use, of tobacco can not be questioned for a moment.

CONCLUSION.

I feel that there are reasons for gratification in a review of the work of the year. A good year's work was done and evident progress was made in the ways of doing better work the results of which may be looked for another year. A continuance of the same liberal treatment for a few years by Congress as has been shown us in the recent past will give to us ample accommodations, when we shall have no excuse for not doing the best possible work.

The honorable Commissioners and your Board are working in harmony for the accomplishment of the best results.

To you and to them I am grateful for generous forbearance, ready assistance, constant encouragement.

I have the honor to be

Yours, with great respect,

W. B. POWELL,
Superintendent of Schools.

FIRST DIVISION.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: I have the honor to submit a report of the schools of the first division for the school year 1889–'90.

SCHOOL ACCOMMODATIONS.

TABLE I.—*Showing distribution of schools by buildings.*

Schools.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	No. of teachers.
Franklin	3	2	3	2	2	1	1	1	15	15	12
Dennison	2	2	2	2	1	2	2	2	15	12	15
Force	2	2	2	2	1	1	1	1	12	11	12
Grant	1	1	2	2	2	2	2	2	14	12	14
Thomson	.....	.....	.....	.....	.....	1	1	1	3	3	3
Adams	1	1	1	1	1	1	1&2†	.....	7	8	7
Weightman	1	1	1	2	1	1	1	1	9	8	9
Berret	1	1	1	2	2	1	1	1	10	9	10
Total number of schools. 1889	10	10	11	12	11	10	10	9	83	72	80
Total number of schools. 1890	11	10	12	12	10	10	10	9	84	78	*82

* Not including training teachers. † One teacher for both grades.

Two new buildings, the Adams and the Berret, were ready for occupancy in September. After many years of patient waiting, the hope that each school might have a room suitable in every way for school purposes has been realized, and we have been able to bring in the outlying schools, so unsatisfactorily housed in stores and back parlors. In addition, the overcrowded condition of some of the older buildings has been in a great measure relieved by a transfer of a part of their schools to the new buildings.

At the Franklin, until this year a sort of high school of grammar schools, we have been able to make a more even distribution of grades. At the Force all half-day schools above the second grade were discontinued, and both the cooking and manual training schools were brought within the school building, where, in my judgment, such schools ought always to be.

In making the general redistribution of schools and pupils, it has been our aim primarily to accommodate the pupils; after that, to have in each building classes representing every grade of work.

As only three schools were left at the Thomson, the best rooms, as far as light and ventilation are concerned, were selected, and the chil-

dren were given ample playroom space in the unoccupied rooms, thereby in every particular overcoming the objections that have always until now been urged against the use of the Thomson Building.

It will be seen that new schools have been added in the sixth and eighth grades.

TABLE II.—*Showing condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Franklin	Steam	Excellent	Good	Good	Excellent	Excellent	Owned.
Thomson	Furnace	Good	Poor	Poor	Fair	None	Owned.
Adams	Furnace	Excellent	Excellent	Excellent	Excellent	Excellent	Owned.
Dennison	Steam	Excellent	Excellent	Excellent	Excellent	Excellent	Owned.
Force	Steam	Excellent	Good	Good	Excellent	Excellent	Owned.
Grant	Steam	Excellent	Excellent	Excellent	Excellent	Excellent	Owned.
Weightman	Furnaces	Excellent	Excellent	Excellent	Excellent	Excellent	Owned.
Berret	Furnace	Excellent	Excellent	Excellent	Excellent	Excellent	Owned.

It is shown by the above table that the buildings are in good sanitary condition. Further comment is therefore unnecessary.

In my last report I suggested the wisdom of repairing all furniture that is beginning to show evidences of the wear and tear of many years of service. During the vacation months of the summer that has just passed, every desk in the Franklin Building—725 in all—has been washed, scraped, and varnished—made new, in fact. This has been at a total cost of $271, or 27 cents per desk. Thus, for $271, an amount trifling in comparison with the original cost, we have practically reseated the Franklin with new furniture. The good resulting can not be estimated in dollars and cents. I strongly urge a continuance of this good work.

Some of our school buildings are old, or are beginning to appear old. Paint is badly needed in places, both inside and outside, to prevent the further rotting away of woodwork and the rusting of iron work. Furthermore it is but reasonable to suppose in a building occupied daily by hundreds of children that there must be occasion for frequent minor repairing. To make such minor repairs our janitors must have tools and materials. There must be lime for whitewashing playrooms, cellars, and closets; paint for keeping the ironwork of the closets and that connected with the heating apparatus in good condition; oil for freshening much of the woodwork of the buildings, worn bare in many places; varnish and tools for repairing furniture, willfully or accidentally injured by pupils; tools and materials needed to make it possible for a janitor to reset furniture, to rehang a door, to put up a shelf for a teacher, should she need it, and to make the thousand and one small repairs that are necessary during the course of each school year. To get these needed minor repairs attended to now one must

have unlimited patience and perseverance, as well as the tact of a diplomat. Altogether, under the present system, there is a waste of energy that has no compensating gain either in a saving of time, labor, or material. A report of needed repairs is often unnoticed, or, if noticed, only after exasperating delays. A provision of the rules requires the janitors "to make such repairs as he is able to make." Practically, he makes none. All of this work suggested above can be done by our janitors, most of whom are experts with tools as well as competent engineers. They would gladly undertake such repairs during the hours of the day when they are perforce idle. Why not give to those that are competent to do the work a supply of tools and materials sufficient to enable them to keep the buildings in first-class condition, so that expensive repairs may be made unnecessary by the careful attention to minor repairs? Why not save the delay, the annoyance incident to the present plan? Why not save the cost of extra workmen? Why not limit the cost of such repairs to the mere cost of materials?

I urgently recommend that the janitors may be allowed to make requisition for tools and materials in such quantity as may be thought necessary to keep the property placed under their care in thorough repair.

During the summer the walls of the halls and a few of the rooms in the Franklin have been kalsomined. There is an imperative need for more extensive repairs in this building. The wood and iron work of the exterior should be painted. The entrances and nearly all the woodwork of the interior should be painted or oiled. The iron railings of the stair cases need repainting. I earnestly recommend that a portion of the repair fund be appropriated for this work.

Buildings, as school buildings go, have been generally well cared for. Unfortunately, the janitors can not secure good help for the money they can afford to give. The result of hiring cheap help is poor work, cleaning that is often very superficial. It seems to me that the occasional substitution of the old fashion scrubbing-brush for the labor-saving mop, of the dusting-cloth for the feather duster, of the straw broom for the hair broom, would result in cleaner rooms. As schoolrooms go, they are clean. Compared to the living rooms in our homes they are not as clean as they should be. I have long thought that we must give our janitors better help, help whose selection and whose compensation should be determined by the board or its representatives, if we would have our school buildings clean in fact as well as in appearance.

I would be doing an injustice to the janitors if I failed to commend them for their honest endeavors to do well all that is required of them.

TABLE III.—*Showing half-day schools.*

Schools.	Number of afternoon schools.	Number of half-day schools.		Grades of half-day schools.	Number above second grade.	
		1890.	1889.		1890.	1889.
Franklin	.....	2	2	1, 2	.....	.....
Thomson	.....	2	2	1, 2	.....	.....
Dennison	3	6	6	1, 2, 3	2	2
Berret	1	2	1	1 and 2	.....	.....
Force	1	2	8	1, 2	.....	4.
Grant	2	4	4	1, 2	.....	.....
Weightman	1	2	2	1, 2	.....	.....
Adams	.....	1	.....	1 and 2	.....	.....
Total	8	21	25	.....	2	6

The reading of this table will show that the number of half-day schools has been reduced, and that only two of them on half time are above the second grade. This is a reduction of four since the last report. That there are any schools on half time is due to the peculiar crowding of certain buildings, where neither relief from adjoining schools can be obtained nor suitable buildings rented, rather than to a lack of seating capacity in the division taken as a whole. It will be seen also that eight schools are held in the afternoon, from 1 to 4.30. The unpopularity of these afternoon schools and the many objections to them have been so often referred to in these reports that they need not be repeated. I can see no reason for supposing them to be less unpopular than heretofore.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1889.	1890.	1890.	1889.	1890.	1889.	1890.	1889.	Based on whole enrollment.	Based on average enrollment.
Eighth	10	11	522	515	441	440	415	415	47.4	40
Seventh	10	10	488	500	414	420	388	395	48.8	41.4
Sixth	11	12	575	559	476	478	444	450	47.9	39.6
Fifth	12	12	652	627	557	539	512	499	54.3	46.4
Fourth	11	11	587	623	476	505	439	465	53.3	43.2
Third	10	10	541	513	448	443	408	406	54.1	44.8
Second	10	10	483	507	400	420	363	387	48.3	40
First	9	9	560	558	396	420	348	378	63.3	33
Total	83	85	4,408	4,402	3,608	3,665	3,317	3,395	49.4	42.4

The above summary shows an increase of 6 in the total enrollment, a decrease of 57 in the average enrollment, and a decrease of 78 in the average daily attendance.

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Months.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1890.	1889.	1890.	1889.
September	97.3	3	70	122	1	
October	93.8	43	574	581	60	27.5
November	92.4	20	563	590	38.5	65
December	92.2	19	537	493	32.5	25.5
January	86.7	86	626	730	139.5	29.5
February	92.7	31	680	589	57	63
March	92.2	33	578	525	34	38.5
April	91.9	28	550	437	41.5	54.5
May	91.1	24	643	636	52.5	73.5
June	92.6	22	267	636	17	62
		259	4,922	5,340	473.5	501

The percentage of attendance has been normal, I think. The number of cases of tardiness reported was 4,922, a decrease of 418, the average to each school being 57.

In my last report I stated that I believed the real reason for the great number of cases of tardiness was due to unintentional indifference or carelessness on the part of a few teachers, and to their failure, therefore, to make the child and, through the child, the parent realize the importance of promptness and punctuality as factors in his educational development. This criticism can be made to apply to a few teachers. It is quite possible that some may be even too exacting. I cannot think, however, that an average of 57 cases to a school is so far from normal that more stringent regulations to enforce punctuality are advisable. The tardiness of teachers, as shown, may suggest an additional reason for the tardiness of pupils. The remissness of the teacher will surely lead to remissness on the part of the pupil.

The table shows an absence of teachers aggregating 473.5 days. In my last report I wrote as follows:

During the year the absence of teachers aggregated five hundred days, the absence being caused in nearly every case by sickness. I have referred to this fact in order to emphasize the importance of creating a corps of competent substitute teachers, from whom we may expect broader and better work than has been given in the past by many of our inexperienced substitutes. A teacher who is compelled by illness to leave her school has a right to expect that the substitute, for whose services she is obliged and willing to pay, shall do something more than preserve good order and entertain the pupils.

That this branch of our teaching force may be strengthened, I believe that all certificate holders and others who may desire to take advantage of the opportunities offered for professional training in this substitute work should be required to follow some definite course of reading to be suggested by the superintendent, to visit schools frequently, and to attend lectures on different subjects relating to their work, as the superintendent may direct. More than this, they should be required to report daily at the offices of the supervising principal, in order that as little time as possible may be lost in filling vacancies.

The experience of this year but serves to emphasize what has been quoted. I honestly believe that much of the substitute work resulted in more harm than good, that pupils would have gained more had they been on the street. I can suggest no remedy except that indicated above. The present rules respecting the appointment of teachers practically makes it impossible for a successful teacher from abroad to secure a permanent position here in Washington. Hence, our substitutes, most of whom are candidates for election to teacherships, come to us generally without experience or professional training. The successful substitute is therefore a rare exception. Is it not possible that our plan of appointing teachers, not including of course in the consideration the graduates of our normal school, may be seriously defective? And does it not actually result in giving us an inefficient corps of substitute teachers, and oftentimes poorer regular teachers than we ought to have in our schools, inasmuch as it is possible for an applicant, without experience and without training, and solely by virtue of intellectual attainments, to obtain a certificate that not only entitles the holder to teach but in many instances makes her appointment obligatory?

DISCIPLINE.

During the year 38 cases of suspension were reported. There were no dismissals and no cases of corporal punishment reported.

As shown elsewhere, the whole enrollment was 4,408. In view of the showing made by these figures there can be no reason for adverse criticism. As I have said before, this creditable showing is not the result of undue restraints or severe regulations, checking all spontaneity. It is rather due to the absence of motives for wrong doing; it is the result and sure indication of the attractiveness of our school rooms, of admirable teaching, that makes all work pleasurable; it is due to the watchful prevision of principals and teachers.

SCHOOL WORK.

To speak in detail of the work done in each branch pursued in our schools would involve the unnecessary repetition of much that has been said in previous reports. It will be almost enough to say that there has been no letting down from the high standard reached last year; that in all lines of work there has been a marked improvement.

To praise all who merit praise, to write in detail of all the work that merits mention because of its excellence, will be impossible and unnecessary; to criticise freely, to offer suggestions and recommendations for the purpose of supplementing and broadening still more the admirable work now done is, however, quite necessary. Hence it may be seen that there is more criticism then praise in the following brief report. This does not mean, however, that the work has not been well done; that the teachers have not been faithful, conscientious, and generally successful; nor should it even suggest the inference that there is ground for widely criticising either methods or results.

NUMBER.

In previous reports when discussing the subject of number teaching, I have hinted that the pupils in the lower grades were too often deficient in the power to handle numbers with accuracy and rapidity, and I have therefore suggested the need of more drill work. There is no reason for criticising the methods of developing and presenting new lines of work. That has been well done. Pupils *see* and *understand* reasons better than ever before. But in *doing*, in the practical work on paper and slates, many of them are slow and inaccurate workers. We see too often the need of a more precise knowledge of the facts of number they have discovered. To properly supplement this admirable development work, it is necessary to fix in the child's mind, once for all time, a positive, definite knowledge of these facts of number. This can only be done by hard work on the part of both teacher and pupil, only by constant drilling. Without this sure knowledge accurate work is impossible. So, too, to gain facility in the handling of numbers, in the manipulation of figures, there must be more constant practice in all the various processes.

Teachers of the higher grades quite frequently complain that pupils coming from the fifth grade can not readily handle fractions whose common denominators can not be discovered by inspection, and that many of them can not easily work with difficult fractions. It is quite possible that some teachers limit their work to simple fractions, owing to the emphasis that has been placed upon the suggestions made for the development of principles during the first part of the year. It is certainly desirable that pupils should be given much practice in determining common denominators by means of factors before leaving the grade.

SPELLING.

It is worth remarking that there is a wide difference between schools in their ability to spell correctly, a difference so great as to suggest that there can be no uniform practice among teachers in their methods of teaching. Poor spelling is a characteristic of entire schools, often. This fact makes the discovery of the reasons easy. I have found these reasons to be: The failure to arouse in pupils a genuine feeling of responsibility for the correct spelling of every written word, insufficient *study* of the forms of words, poor judgment in the selection of lists of words that are studied. The spelling is by no means uniformly unsatisfactory, but it is unquestionably true that more attention should be given to this subject.

PENMANSHIP.

It is too soon to measure accurately the value of the exercises in penholding and in muscle training given in all schools during the past year. If the purpose of these exercises is understood by the teacher, if, in practice, the pupils are held to the correct manner of writing until a correct habit is formed, the result will undoubtedly be good. It is certain, even now, that there has been a positive gain in many partic-

ulars. The position, when writing, is better; one does not so often see the bent shoulders, the cramped hand and arm. So, too, there is a marked improvement in penholding. It is true that form in writing has been in a measure necessarily sacrificed in the effort to gain ease and rapidity. But it is not reasonable to expect more than has been gained I think. Another year's work on the same lines should result in a gratifying improvement.

READING.

In the lower grades the purpose of the work in reading is mainly to give the pupil power to recognize readily printed or written words, to grasp readily the thought expressed by these words or groups of words, and to read aloud. The teaching of sounds, without which the child can not, unaided, gain power to recognize words, has very properly been made a prominent feature of the year's work.

This power once gained, it is only by constant and varied practice in reading that pupils can be made to see readily groups of words, to understand their meaning, and to read well aloud, as a result of this facility in seeing and of their quick comprehension of the thought expressed. The textbooks do not furnish enough reading matter. To supplement these, blackboard exercises, written compositions, hektographed selections, children's books and magazines, other school readers, and a few sets of supplementary readers have been read. The teachers are to be commended for their success in getting together so much good reading, for their excellent judgment in this difficult work of selecting suitable reading matter. There are objections to this method of procuring supplementary material, however. The best books are not always found; the reading is often poorly adapted to the grade of work and to the wants of a school. The advantage gained by having a number of copies of the same book in the hands of a class, so that not only the individual pupil may be trained but also the entire class at the same time, is lost when but one or two copies are procurable.

It is therefore my opinion that more reading matter is unquestionably needed in the second, third, and fourth grades. There are many inexpensive books published designed to meet this want. Many of these could be made to serve a double purpose by supplying additional reading matter for training in reading and by supplementing the nature studies of these grades. I strongly urge the purchase of more books for these primary grades, and in doing so I but give expression to the earnest wish of every teacher. In no one of these grades is there reading enough. In the fourth grade particularly is there too little. The text-book used is often called "that impossible book." Books to aid in geographical work, books on historical subjects designed to prepare pupils for the severer course of later grades, books to supplement the animal and plant work, can be easily found.

I have pointed out the need of more drill work in number teaching. So, too, in reading, I believe there should be more drill work in correct

pronunciation and inflection. The teaching of how to read aloud has been subordinated to the teaching of reading as a means of gaining information, and very rightly so. But it has been too much neglected, I fear. It is important that *every* pupil should be trained to read fluently, distinctly, with correct pronunciation and inflection. This will require constant drill work with individuals. Is not the increase in the number of poor oral readers perhaps due to the practice of having most of the supplementary reading done by the good readers?

In the grammar grades, the reading has been almost wholly for gaining information. The requirements of the course of study in geography and history make wide reading a necessity. The only books furnished for this work are a few copies of a geographical reader for each school in the fifth and sixth grades, a few copies of Eggleston's history in the seventh grade, or McMaster's history in the eighth grade. To do the work properly, then, the collection of school libraries becomes a necessity, or the pupils must be forced to do their reading at home or in public libraries. How successful teachers have been in collecting libraries is partially shown in the statistics tabulated below. Reports from every teacher show that about 60 per cent. of the pupils have access to libraries outside of the school, from which they can get occasional help.

While it is of course desirable to encourage in pupils this spirit of independent research, I do not believe that home reading, unless it be directed by wise parents or advisers, will bring about what we aim to accomplish by this supplementary reading. Few homes have libraries that are adapted to the tastes or intellectual strength of children. Furthermore, few children have the power to discriminate wisely between important and unimportant facts. Few have any knowledge of the trustworthiness of authorities. To gain information is the primary purpose of reading in these grades; but to enable pupils to do this in the best way they must first be trained how to use books, how to read. This can best be done in the schoolroom, where the teacher can direct the pupil to the best sources of information, can limit his reading to specified subjects, can train him to exercise his judgment in the matter of selection and cultivate his powers of discrimination. The home reading should not be discouraged. Provided it is to supplement the reading of the school, or is done in accordance with the suggestion and advice of the teacher, it should be encouraged at all times.

It is upon this school library, then, that we must depend largely. In the table given herewith some facts in reference to our school libraries are shown:

	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Total.
Total number of books for supplementary work	508	808	357	168	1,841
Number furnished by school authorities	139	24	14	.....	177
Number bought by pupils and teachers or donated to the school libraries	340	533	309	105	1,287

In addition to these, then, there are in the libraries about four hundred books of a miscellaneous character. The figures given above do not include text books, sets of geographical readers or physiologies. Moreover, many books are furnished by the teachers from their private libraries, several schools having no libraries, except those owned by the teachers. Such books are not included in the above estimate, nor are books that are loaned to the schools by the pupils as they may be needed.

It is interesting and important to know how these libraries are procured. Comparatively few books are given by pupils. Most of them are purchased with money raised in ways that are perhaps open to objection. In many schools weekly or monthly contributions are made. In others musical and dramatic entertainments are given to which a small admission fee is charged. Lunches of all kinds are spread, the articles sold being contributed by pupils and teachers. Candy is made by teachers and sold by pupils. Old books are collected from the house and sold, the proceeds being used to buy new books. Many books are contributed by the teachers.

It would seem from the reading of the above facts that the question of libraries is already solved, at least by the schools of this division, and that they are well equipped for the work required. This would be a wrong inference, however. It is true that here and there will be found a school library complete enough to answer all the demands of the school. But such libraries are rare. It is fair to say that very many of the books included in the above figures are not the best books, are not always books that can be used profitably. Furthermore, many schools have no libraries. It will, therefore, be evident that, in order to supply our schools with the books they need and ought to have, in order to relieve, in part at least, the teachers and pupils from the responsibility and labor that the collection of libraries involves, books should be furnished by the school authorities. I can not conceive of a more profitable investment for a portion of the contingent fund, nor can I help believing that these books are as much of a necessity as many of the articles now furnished with such great liberality.

One other consideration in reference to the school libraries suggests itself. The care and preservation of these books should be made a matter of rules. There should be kept by the principal of each building a complete record of all books owned, and there should be business-like rules governing their use.

It will be unnecessary to speak of the work in the other branches not already named, except to say of it that it has been generally well done. The same intelligent treatment of the subjects history and geography that characterized the work of last year has been noticeable this year. The excellence of the language and composition teaching is shown in the results gained. Algebra has been well taught in the eighth grade

and physiology in all grades, albeit the pupils are a little tired of the latter study owing to the undue prominence that is given to it in every grade. The classes in manual training, in all of its departments, have been crowded, and the interest of pupils does not flag. Teachers and parents alike speak highly of the results.

On the whole, then, the work has been well done, and the schools are in excellent condition.

Too much praise can not be given the teachers for their faithful and conscientious work. I wish to express my appreciation of their cordial support and uniform courtesy, and to thank them for their assistance during an enforced absence.

In closing I wish to thank you for the encouragement and help always so freely given, and to acknowledge my indebtedness to Mr. Rufus H. Thayer, trustee of the first division, for his interest and cordial support.

Very respectfully,

N. D. CRAM,
Supervising Principal.

Mr. W. B. POWELL,
Superintendent of Public Schools.

SECOND DIVISION.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: I respectfully submit to you a report of the schools of the second division for the school year 1889–'90:

TABLE I.—*Showing distribution of schools.*

Buildings.	First grade.	Second grade.	Third grade.	Fourth grade.	Fifth grade.	Sixth grade.	Seventh grade.	Eighth grade.	No. of schools.	No of rooms.
Abbot	1	1	1	1	1	1	2	1	9	9
Seaton	1	1	1	1	2	2	2	1	11	11
Gales	1	1	2	2	2	2	1	1	12	12
Arthur	2	2	1	1	1	1	1	1	10	8
Blake	2	1	1	1	1	1	.....	1	8	8
Twining	1	1	1	1	1	1	1	1	8	8
Morse	1	1	1	2	1	1	1	1	9	8
Phelps	1	2	1	1	1	1	1	1	9	8
Henry	2	2	2	2	3	2	1	1	15	12
Webster	2	2	2	2	1	1	1	1	12	11
Total	14	14	13	14	14	13	11	10	103	95

One first and two second-grade schools have been formed this year, making a total of 103.

The new eight-room building, the Arthur, has been in use this year, and one room in the Seaton has been fitted for a cooking school. There has been, therefore, a net increase of seven school rooms.

TABLE II.—*Showing location and grades of half-day schools.*

Buildings.	First grade.	Second grade.	Third grade.	Total.
Arthur	2	2	.....	4
Morse	1	1	.....	2
Phelps	.....	2	.....	2
Henry	2	2	2	6
Webster	1	1	.....	2
Total	6	8	2	16

This table shows that the Henry building is still overfull, and that another building should be provided in that immediate vicinity to supply the needs of a rapidly growing community. These needs have lately been set forth at length, and need not be enlarged upon here.

CONDITION OF BUILDINGS.

The newer buildings are all in fairly good condition. But the old ones, the Seaton and Abbot, are sadly in need of thorough renovation. This is especially true of the Seaton, which, though it has been occupied for nineteen years, has received only such slight and occasional repairs as were indispensable, and whose patched and grimy walls, dingy wainscots, warped doors, and rattling, drafty windows, are eloquent of the need of a general renovation, all too long deferred. Of the Seaton closets I need only say that they are neither adequate in size nor properly furnished.

ATTENDANCE.

The maximum of attendance was reached in October, when the aggregate enrollment was 5,353 pupils. The average enrollment and average attendance for that month were 5,040 and 4,744, showing an average of 49 and 46 pupils, respectively, to a teacher. The per cent. of attendance from January to the close of the school year was unusually low, owing to the well-remembered epidemic which prostrated both teachers and pupils with impartial severity.

There were 5,893 cases of tardiness, and 4,591 pupils were tardy, which shows that there was but little habitual tardiness, since the average is but little more than one case for each tardy pupil during the year.

The tardiness of the teachers, I regret to say, shows an average of more than two cases for every teacher in the division. Still, it may be said for some of them that they live at a distance from their schools.

DISCIPLINE.

Eighty-five cases of suspension, ten of which resulted in dismissal and six of corporal punishment, were reported during the year. This I think a very favorable showing when the character of the constituency

of several of the schools is considered. The comparatively few pupils who are forced out of the schools are mostly those whose parents fail to sustain and coöperate with the teacher in courses of discipline which would otherwise be both efficacious and salutary. With an increasing number of our teachers discipline is a matter of course; it results, as it should, from good teaching, from orderly methods, from person character and from the tact which, without repressing the natural activities of the pupil, gives them right direction.

SCHOOL WORK.

The work of supervision has included, as before, grade meetings, both general and by divisions, where various subjects were discussed by the superintendent or the local supervisor or illustrative lessons given by selected teachers; regular inspection of schools by grades, as frequent and thorough as time would permit, and regular and frequent night sessions of the supervising corps at which reports were made from the several divisions, their points discussed and plans for future work arranged. The plan here outlined has not only given unity and symmetry to the supervision, but has kept you informed of the conditions of the schools and the quality of the work done by the teachers and pupils.

The work of the year has been characterized, as I believe, by greater excellence rather than by new departures; teachers have covered the same ground, but with clearer views and more definite purpose. Subjects have been logically and symmetrically outlined; recitations conducted to obtain definite results.

Number work in the lower grades has been done with nicer discernment of the successive steps of development and repetition. First, the ability to see clearly; then the power to do quickly and accurately.

To inculcate in the pupil the habit of expressing ideas in full, clean-cut sentences, whether written or spoken, has been the proper objective point in language work; and towards this all have made progress, more or less satisfactory. Much yet remains to be accomplished with higher grades both in power of expression and in knowledge of the form and structure of sentences.

Special attention has been given in the lower grades to teaching sounds as an aid to reading, and with very satisfactory results.

Much conscientious work has been done in penmanship, whose beneficial results will probably be more apparent in the near future than at present; since habits are changed only by persistent effort.

The various branches of hand work have been successfully pursued. Cooking and shop-work have so far been elective, but may well be made obligatory so soon as the necessary enlargement of accommodations can be made.

The health exercises have proved both pleasant and profitable. They are efficient aids to good order.

The year now closing has brought many changes of teachers. Death has taken from us Miss F. H. McCormick, Miss Theta Phillips, and Miss M. J. Scrivener. They cherished high ideals, of whose fulfillment their brief careers gave full promise. Their fellow-teachers, while they mourn their loss, emulate their virtues.

Miss E. V. Billing, after continual service of almost forty years, has resigned to enjoy a well-earned leisure, while Miss M. E. Rowe ends a term of twenty-five years to take up new work in the West. Both were pioneers in the work of building up our public schools, for which they have labored zealously and efficiently. The best wishes of all their associates attend them.

Others have gone from us to the music of marriage bells. To those who remain I wish to express my commendation of their work, done often under difficulties and discouragement, and to thank them for the intelligent and hearty coöperation which has so greatly lightened the burden of official care and responsibility.

In closing I wish to thank you and Mr. J. W. Ross, the local trustee, for the consideration and courtesy which you have uniformly shown me.

Very respectfully,

N. P. GAGE,
Supervising Principal.

Mr. W. B. POWELL,
Superintendent of Public Schools.

THIRD DIVISION.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: I have the honor to submit herewith the report of the schools of the third division for the school year just ended:

	Number of schools.
First grade	17
Second grade	14
Third grade	13
Fourth grade	14
Fifth grade	13
Sixth grade	11
Seventh grade	9
Eighth grade	7
Total	98

There were five new schools, namely, a first grade at the McCormick, a first grade at the Towers, a fourth grade at the Lenox, and a seventh at the Wallach and an eighth at the Blair.

The largest total enrollment for any one month was in October, being 4,935, an increase over the largest total enrollment of the previous year of 157 and an average of 50.3 pupils to each teacher.

TABLE I.—*Showing locations of schools by grades.*

Buildings.	First grade.	Second grade.	Third grade.	Fourth grade.	Fifth grade.	Sixth grade.	Seventh grade.	Eighth grade.	No. of schools.	No. of rooms.
Wallach	.....	.....	.....	2	3	2	3	1	11	12
Peabody	2	1	2	1	2	2	1	2	13	12
Carberry	1	2	1	2	1	1	1	.....	9	8
Blair	2	1	1	1	1	1	.....	1	8	8
Madison	1	1	1	1	1	1	1	.....	7	8
Maury	1	1	1	1	1	1	1	1	8	8
Towers	2	2	1	1	1	1	1	1	10	8
Brent	2	2	2	2	2	1	.....	.....	11	8
Cranch	3	2	2	1	.....	.....	.....	.....	8	6
McCormick	2	1	1	1	.....	.....	.....	.....	5	4
Lenox	1	1	1	1	1	1	1	1	8	8
Total	17	14	13	14	13	11	9	7	98	90

TABLE II.—*Showing the location and grade of half-day schools.*

Buildings.	First grade.	Second grade.	Third grade.	Total.
Peabody	2	.....	.....	2
Carberry	.....	2	.....	2
Brent	2	2	2	6
Cranch	3	1	.....	4
Towers	2	2	.....	4
Total	9	7	2	18

Two new eight-room buildings were occupied for the first time during the year, the Lenox in September and the Madison in January. We were thus enabled to vacate four rented rooms, two at the corner of Fifth and Virginia avenue, southeast, and two at the corner of Eighth and I streets, northeast.

It gives me great satisfaction to be able to record that, for the first time in the history of the schools of East Washington within my memory, there is not a single school occupying a rented building.

Thirteen years ago, when I assumed charge of this division, there were thirty-nine schools within its borders, thirteen of which occupied rented rooms, none being fit to use. The earnest labors of yourself and your predecessor, the unwearied efforts of successive trustees, crowned by the liberality of Congress, have accomplished the long-sought end, so at this date there are ninety-eight schools in the third division, all housed within buildings owned by the District, most of which are admirably suited for school uses, as will appear from the facts in the following table:

Buildings.	No. of rooms.	Light.	Ventilation.	Water closets.	Play-grounds.
Wallach	12	Excellent.	None	Excellent.	Ample.
Peabody	12	do	Excellent.	do	Small.
Carberry	8	do	do	do	Do.
Blair	8	do	do	do	Ample.
Madison	8	do	do	do	Small.
Maury	8	do	do	do	Do.
Towers	8	do	do	do	Ample.
Brent	8	do	do	do	None.
Cranch	6	do	Bad	do	Small.
Lenox	8	do	Excellent.	do	Do.
McCormick	4	do	do	do	Ample.
Total	90				

A comparison of the above table with the statement of last year shows an improvement in the ventilation of the McCormick building. This was brought about by the introduction of the Smead system.

The Wallach and Cranch schools remain in the same condition as last year.

I urge again the importance of giving ventilation to the school rooms of the former building. The Board last year presented an estimate of $11,000 for this purpose and for otherwise improving the buildings and grounds, which unfortunately failed of approval by the Commissioners.

TRUANCY.

The number of boys given to truant playing is not large, yet sufficiently so as to cause a world of annoyance and anxiety to our teachers.

What is the teacher to do when it becomes evident that the father or mother can not compel the child's attendance at school?

A group of idle boys playing marbles on a vacant lot during school hours is a menace to the peace and security of the community, and it should be made the duty of a truant officer or of a policeman to know how they came there. In the absence of a truant officer might not the police force be empowered to execute the compulsory education law, said to be already on our statute books?

How the children of vicious, ignorant, or incapable parents shall be put in school and kept there is a vital question. As before stated, the number of truants in any one building or division is small compared with that army of well-mannered and law-abiding children who throng our schoolrooms and give promise of future good citizenship; but add school to school and division to division, and the paltry squad of ragged gamins at their play during school hours becomes a battalion and finally swells into a regiment, every member of which, though unschooled in the books, is an adept in lying, profanity, cigarette smoking, and certain forms of dishonesty.

He who finds an effectual way to bring these young barbarians under the laws of the little commonwealth which we call a public school and keep them there during school age, will do greater service to posterity than he who plants a city.

MORAL TRAINING.

That the discipline of the schools is excellent is shown by the small number of suspensions, the almost entire absence of corporal punishment, and the few appeals by the teacher to the supervising principal. More attention might profitably be given by the teachers to the conduct of their pupils in their intercourse with one another while at play and while going to or returning from school. This is as far as a teacher's authority can go, but the subtle influence of her moral character and teaching goes further. It is felt in the home and everywhere in the life of the child. Some teachers have in greater measure than others the enviable faculty of projecting the power of their personal influence far beyond the walls of the schoolroom.

They are not content with mere submission to rules of order on the part of their pupils while in their presence, but assiduously inculcate politeness, truth-telling, respect for the rights and opinions of others, self-control and purity of speech, as virtues to be exercised in school and out.

The result is that such pupils in the street, in the cooking schools, and in the shops, when removed from the restraints of the schoolroom, are distinguished by uniformly excellent behavior.

The fact is the teacher, whether she will or not, shares with the parent in molding the child's moral nature. Our eight-year olds come home and "play school." They reproduce with marvelous accuracy the teacher's attitudes, tones, and expressions.

Sarcasm, rebuke, threats, softly spoken words of encouragement and praise, fall in turn upon the ears of imaginary pupils, as they have heard them for five mortal hours, five days out of seven.

What parent has not had this experience, with mingled feelings of pleasure and grief?

The teacher of to-day has an immense advantage over her predecessors of the last decade in the teaching of morals, in two respects:

The first is the absence of competition for prizes between pupils and between schools. The second is the coeducation of the sexes in schools of all grades.

Competition for prizes, wherever it exists in schools, in spite of some advantages as a stimulant, is like all stimulants, conducive to immorality.

It lowers the moral tone of any school or any system in that it fosters envy and lying. It sometimes leagues teachers and pupils in an unscrupulous purpose to win at any hazard, and introduces at too early a period

in American life the principle prevalent in business and politics, that it is better to win by fraud than to ever suffer an honorable defeat.

The only remaining vestige of the policy of prizes is the yearly competition between pupils for gold medals for the best English composition, and it is the universal sentiment of our teachers that equal results would be secured without prizes. I mention, in the second place, as a help in the teaching of morals in our schools, the fact that boys and girls are being educated together.

I am aware that not a few educational writers take the opposite view.

I have come to believe after an experience of some years in supervising a group of schools in a few of which the sexes were separated, but in most of which coeducation has been in practical operation, that boys and girls should be educated together from the first grade up.

The schools in this division have gradually grown to be mixed, owing to circumstances, rather than as the expression of anyone's theory. The first thing noticed when a mixed school takes the place of one composed wholly of boys is the immense relief the teacher experiences in the discipline of the school. This is true, no matter in what proportion the sexes are mingled. A single row of a half dozen girls will do as much towards toning up the discipline as a larger number.

MANUAL TRAINING.

Interest in shopwork and cooking was much stimulated during the past year by the establishment of a new cooking school in the Wallach, and a new carpenter shop at Seventh and G streets southeast.

The experiment was tried of taking the subjects of carpentry and cookery out of the elective and putting them into the regular course, so that every pupil in the seventh and eighth grades was in attendance upon the classes in manual training. I was more than gratified with the success of this plan.

PHYSICAL CULTURE.

The work of the special teachers in physical culture in this division is to be commended. I am of the opinion that excellent results will follow the introduction of health teaching, but I think the regular teachers should be instructed in the art by the special teachers. The best results in penmanship, drawing, and music were not reached until the teachers were taught, nor will they be in this important subject.

In this connection I should mention the successful efforts of Principal John T. Freeman, of the Peabody School, to build up a gymnasium for the use of the pupils of that building. Mr. Freeman deserves great credit for the substantial beginning of what may in the future develop into a valuable institution. This gymnasium is already equipped with sets of dumb-bells, clubs, and wands for large classes, with $112.50 on hand for the future purchase of apparatus.

Principal J. J. Chickering, of the Wallach School, also organized classes in club swinging, but labored under the disadvantage of having no room that could be used as a gymnasium.

THE COURSE OF STUDY.

No better year's work has ever been done than that accomplished by our teachers during the past year.

It can no longer be charged that our pupils are learning words rather than things or rules rather than reasons, for if there is one lesson our teachers have learned it is to permit no step in advance to be taken by their pupils without an undoubted understanding of the same. On the contrary, the danger is that the teacher may have such profound confidence in the pupil's comprehension of why things are that she may omit the necessary memory drill. The power to grasp the meaning of a paragraph or a page to-day is of little service without the added power to recall it to-morrow.

I desire, in closing this brief report, to thank you for your confidence and support in the discharge of my duties. I wish also to acknowledge my indebtedness to Mr. J. W. Whelpley, our local trustee, for his enthusiastic interest in the schools.

Very respectfully,

A. T. STUART,
Supervising Principal.

Mr. W. B. POWELL,
Superintendent of Public Schools.

FOURTH DIVISION.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: I have the honor herewith to submit the annual report of the schools of the fourth division for the year just ended.

Number of schools.

First grade	9
Second grade	7
Third grade	8
Fourth grade	7
Fifth grade	7
Sixth grade	6
Seventh grade	5
Eighth grade	4
Total	53

There were three new schools, namely, a first grade and a seventh grade at the Bradley and an eighth grade at the Jefferson.

SCHOOL ACCOMMODATION.

TABLE I.—*Showing distribution of schools by buildings.*

Buildings.	Eighth grade.	Seventh grade	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.
Jefferson	3	4	4	3	2	1	1	2	20
Amidon				1	2	2	2	1	8
Bradley	1	1	1	1	1	1	1	2	9
Smallwood			1	1	1	3	1	1	8
Potomac				1		1	1	1	4
Greenleaf					1		1	2	4
Total	4	5	6	7	7	8	7	9	53

TABLE II.—*Showing attendance and other facts.*

Months	Whole number of pupils enrolled.	Average number of pupils enrolled.	Average number pupils in daily attendance.	Percentage of attendance.	Schools.	Cases of tardiness.	Pupils to school based on— Whole enrollment.	Pupils to school based on— Average enrollment.
September	2,537	2,417	2,365	97.8	53	19	47.8	45.6
October	2,655	2,585	2,444	95.0	53	274	50.0	48.7
November	2,628	2,532	2,378	93.8	53	226	49.5	47.7
December	2,592	2,489	2,305	93.0	53	189	48.9	46.9
January	2,634	2,401	2,129	88.2	53	226	49.6	45.2
February	2,602	2,497	2,328	93.2	53	225	49.0	47.1
March	2,561	2,454	2,265	92.3	53	244	48.3	46.3
April	2,516	2,408	2,210	91.7	53	200	47.4	45.4
May	2,451	2,325	2,136	91.0	53	161	46.2	43.8
June	2,350	2,205	2,151	93.7	53	68	44.3	43.3

TABLE III.—*Showing attendance and other facts, by buildings.*

JEFFERSON.

Months.	Whole number of pupils enrolled.	Average number of pupils enrolled	Average number of pupils in daily attendance.	Percentage of attendance.	Schools.	Cases of tardiness.	Pupils to school, based on— Whole enrollment.	Pupils to school, based on— Average enrollment
September	937	905	887	97.9	20	3	46.8	43.2
October	975	933	897	95.6	20	103	48.7	46.6
November	968	936	890	95.2	20	62	48.4	46.8
December	952	914	857	93.7	20	63	47.6	45.7
January	971	879	769	89.7	20	53	48.5	43.9
February	947	918	870	94.7	20	75	47.8	45.9
March	926	896	840	93.7	20	69	46.4	44.8
April	910	878	820	93.3	20	80	45.5	43.9
May	888	850	813	93.2	20	45	44.4	42.5
June	849	837	799	95.3	20	23	42.4	41.8

TABLE III.—*Showing attendance and other facts, by buildings*—Continued.

BRADLEY.

Months.	Whole number of pupils enrolled.	Average number of pupils enrolled.	Average number of pupils in daily attendance.	Percentage of attendance.	Schools.	Cases of tardiness.	Pupils to school, based on— Whole enrollment.	Pupils to school, based on— Average enrollment.
September	447	432	421	97.4	9	2	49.6	48.0
October	456	470	445	94.5	9	40	50.6	52.2
November	447	429	399	92.7	9	26	49.6	47.6
December	437	418	384	91.7	9	56	48.5	47.4
January	441	402	350	87.0	9	66	49.0	44.6
February	428	412	380	92.2	9	45	47.5	45.7
March	425	403	368	91.2	9	29	47.2	44.7
April	428	399	363	91.2	9	20	47.5	44.3
May	411	393	352	89.7	9	22	45.6	43.6
June	395	386	362	93.7	9	7	43.8	42.8

AMIDON.

Months.	Whole number of pupils enrolled.	Average number of pupils enrolled.	Average number of pupils in daily attendance.	Percentage of attendance.	Schools.	Cases of tardiness.	Pupils to school, based on— Whole enrollment.	Pupils to school, based on— Average enrollment.
September	426	406	395	97.1	8	3	53.2	50.7
October	441	429	405	94.4	8	75	55.1	53.6
November	432	415	388	93.4	8	90	54.0	51.8
December	421	414	375	92.3	8	28	52.6	51.7
January	431	398	360	87.9	8	28	52.6	51.7
February	434	420	397	94.1	8	30	58.2	52.5
March	426	416	387	93.1	8	36	53.2	52.0
April	421	399	365	91.4	8	27	52.6	49.8
May	412	392	358	91.3	8	37	51.5	49.0
June	499	388	361	93.1	8	24	49.8	48.5

SMALLWOOD.

Months.	Whole number of pupils enrolled.	Average number of pupils enrolled.	Average number of pupils in daily attendance.	Percentage of attendance.	Schools.	Cases of tardiness.	Pupils to school, based on— Whole enrollment.	Pupils to school, based on— Average enrollment.
September	378	355	349	98.2	8	7	47.2	44.3
October	389	376	355	94.5	8	22	48.6	47.0
November	380	368	345	93.9	8	17	47.5	46.0
December	381	360	337	93.6	8	15	47.6	45.0
January	389	350	312	88.9	8	20	48.6	43.7
February	376	359	332	92.5	8	21	47.0	44.8
March	369	352	321	91.2	8	23	46.1	44.0
April	360	351	319	90.9	8	31	45.0	43.0
May	349	330	295	89.2	8	25	43.6	41.2
June	338	324	302	93.2	8	3	42.2	40.5

TABLE III:—*Showing attendance and other facts, by buildings*—Continued.

GREENLEAF.

Months.	Whole number of pupils enrolled.	Average number of pupils enrolled.	Average number of pupils in daily attendance.	Percentage of attendance.	Schools.	Cases of tardiness.	Pupils to school, based on—	
							Whole enrollment.	Average enrollment.
September	194	168	166	98.5	4	.....	48.5	42.0
October	225	214	189	95.5	4	18	56.2	53.5
November	236	224	211	93.5	4	20	59.0	56.0
December	242	225	207	92.2	4	16	60.5	56.2
January	235	218	189	86.7	4	40	58.7	54.2
February	243	221	198	89.8	4	38	60.7	55.2
March	239	220	199	90.4	4	57	59.7	55.0
April	224	215	194	90.4	4	23	56.0	53.7
May	222	204	182	89.0	4	16	55.5	51.0
June	206	200	181	90.5	4	6	51.5	50.0

POTOMAC.

September	155	148	145	98.0	4	4	38.7	37.0
October	169	160	151	94.2	4	22	42.2	40.0
November	165	159	143	90.1	4	11	41.2	39.7
December	159	155	144	92.9	4	11	39.7	38.7
January	167	151	127	84.2	4	19	41.7	37.7
February	174	164	150	91.3	4	16	43.5	41.0
March	174	165	148	90.2	4	30	43.5	41.2
April	173	164	146	89.3	4	19	43.2	41.0
May	169	154	135	87.7	4	16	42.2	38.5
June	163	159	145	91.9	4	5	40.7	39.7

TABLE IV.—*Showing the sanitary condition of rooms in owned buildings.*

Buildings.	No. of rooms.	Light.	Ventilation.	Water closets.
Jefferson	20	Excellent.	Fair	Excellent.
Bradley	8	....do	Excellent.	Do.
Amidon	8	... do	.. do	Do.
Smallwood	8	.. do	....do	Do.
Greenleaf	3	Fair	Fair	Bad.
Potomac	3	... do	... do	Do.

By reference to the above table it will be observed that a new school building was added, the Smallwood, so that in reorganizing in September we were enabled to dispense with many half-day schools.

I am pleased to state that the school buildings, rooms, and grounds have been well cared for by teachers and janitors. I desire to call your attention to contagious diseases. The present custom of the board of health in sending to your office a list of all the cases reported by the

physicians, and you in turn reporting the same to the supervising principals, causes such delay that many of the notices reach the schools too late to be of any use. If some arrangement can be made whereby the schools can be informed without delay, very many pupils would be saved from infectious diseases.

ATTENDANCE AND DISCIPLINE.

It will be observed that the percentage of attendance has been greater than during last year; that the number of cases of tardiness has been 1,001 less than last year. This very gratifying showing is due to the faithfulness and loyalty of the teachers of the fourth division in their efforts to do the work intrusted to them.

The discipline of school buildings, with one exception, has been all that could be desired. And here, again, I wish to speak in the highest of praise of the noble work done by the principals. The order in school rooms has been excellent. There have been few exceptions to the rule.

THE COURSE OF STUDY.

It seems unnecessary to take up each study in detail, as the same methods were pursued by the teachers and the subject of study were taught as indicated in my last report. I think, however, there was great advancement made in the teaching of the entire course of study, especially the subjects of history and geography. The exhibit at the close of the school year justifies me in making this statement.

MANUAL TRAINING.

The interest now taken in manual training as a part of the educational work can not but attract the attention of every one interested in the welfare of the rising generation. It includes carpentry, cooking, sewing, paper-folding, drawing, besides much seat work in the lower grades. The one great object of the school, in my judgment, is to foster a higher appreciation of the value and dignity of intelligent labor and the worth and respectability of laboring men and women.

In the shop tool work never descends into drudgery. Whatever may be the social standing or influence of the fathers, the sons go together to the same work, and are tested physically, as well as intellectually, by the same standards. The same might be said of the sewing school and the cooking school. No girl can be considered properly educated who can not sew. If the art of sewing is an indispensable element of a girl's education, why should it not be placed side by side with reading and writing in the common school. That instruction in this branch ought to begin in childhood can not be doubted. Whenever I ask the classes of girls who are employed with their needles if they like their sewing lessons, I always get an emphatic answer in the affirmative, and I hope to see in the future the arts and mysteries of needlework taught in all

grades of our schools for girls, from the lowest class in the primary school to the highest in the girls' high and normal. The large development in this line of work has not yet been realized, although the movement towards it is promising, and I think the grand result of the shop will be more intelligent mechanics, an increasing interest in manufacturing pursuits, better lawyers, more skillful physicians, and more useful citizens. Of the sewing and cooking schools, more useful wives, more intelligent mothers, and much happier homes. In my last report were extracts from each teacher in whose school one of the three forms of manual training was taught. Hearing nothing but commendation from parent or teacher during the year, I thought it not desirable to repeat.

One hundred and fifty boys from the seventh and eighth grades, in classes of twelve, received instruction in the shop, under the guidance of Mr. A. Irwin Gardner.

Two hundred and sixteen girls from the seventh and eighth grades, in classes of fifteen, were instructed in cookery by Miss Henrietta Schlerf. Six hundred and seventy-six girls from the third, fourth, fifth, and sixth grades received instruction in sewing by Mrs. A. L. Norris. The above figures were taken from the monthly reports of said teachers. I desire before closing to refer to the death of Miss N. G. Thomas, one of our most zealous teachers, which occurred on the 14th day of November, 1889. She was beloved by her pupils and associates and universally esteemed by the community. In her death the school and the teachers of the fourth division have sustained an irreparable loss.

In conclusion I would say that in comparing the past with the present, our schools are better than ever before. To the teachers almost without exception I am debtor for the success I have had, and I again express my thanks to all for their hearty coöperation with me in all my efforts. I desire also to express my sincere appreciation for the uniform kindness of Trustee George White, and to yourself for your invaluable counsel and many courtesies, both personal and official.

Very respectfully,

ISAAC FAIRBROTHER,
Supervising Principal.

Mr. W. B. POWELL,
Superintendent of Public Schools.

FIFTH DIVISION.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: I would most respectfully tender, herewith, my report of the schools of the fifth division for the year 1889–'90.

I have under my surpervision thirty-eight schools, as follows, viz:

First grade	7
Second grade	5
Third grade	5
Fourth grade	5
Fifth grade	6
Sixth grade	4
Seventh grade	3
Eighth grade	3

They are distributed as follows:

	First grade.	Second grade.	Third grade.	Fourth grade.	Fifth grade.	Sixth grade.	Seventh grade.	Eighth grade.	Total.
Curtis school	.....	1	.....	.....	2	2	2	3	10
Addison shool	2	.....	1	2	2	2	1	.....	10
Corcoran school	2	2	2	1	1	.....	.....	.....	8
Threlkeld school	1	1	1	1	.....	.....	.....	.....	4
High Street School	1	1	1	1	.....	.....	.....	.....	4
Industrial Home School	1	.....	.....	.....	1	.....	.....	.....	2
Total	7	5	5	5	6	4	3	3	38

The school at the Industrial Home is ranked as a fifth grade, although it contains pupils of the second, third, fourth, fifth, and sixth grades, all of whom reside in the "Home," and it is not desired by the Board of Managers that they leave it to attend school.

HALF-DAY SCHOOLS.

The long cherished dream that these would soon vanish has not yet been realized.

The long delayed completion of the Jackson building has compelled the occupation of one of the basement rooms of the Addison by two first grade schools, one in the morning and the other in the afternoon. I think, however, that the prospects for doing away with afternoon schools the coming year is very favorable.

SANITARY CONDITION OF ROOMS.

The sanitary condition of the rooms, generally, is very good indeed. The one exception is the old High Street building containing four rooms, in which are no cloak rooms and in which wet wraps are obliged to remain during the whole day in rainy weather.

Although we are to be congratulated upon the fair prospects of having a High School in Georgetown, its coming will necessitate the occu-

pation of this antiquated structure another year, which causes us to hope that in the coming year's appropriation there may be a clause providing for a new eight-room building in the northwestern part of this division

During the present year we have used no rented rooms.

ATTENDANCE.

The percentage of attendance during some months this year has been lower than I have known it to be for many years, owing chiefly to the "la grippe" and other diseases common to children, though I am of the opinion that an indifference on the part of the parents and guardians is responsible for a part of this irregularity.

DISCIPLINE.

This gives us as little annoyance, perhaps, as any branch of our work, though the question of truancy, to which I referred in my last report, is still an important one. Corporal punishment is rarely administered, and in cases where it has been used as a last resort investigation has shown a lack of thorough coöperation on the part of parents or guardians, many of whom console themselves with the feeling that "it's the teacher's place to make the children behave; I haven't got time to bother with it." I am apprehensive that the easy method of disposing of troublesome cases, namely, "suspension," is too frequently resorted to.

The continued elevation of the standard of qualification for teachership, which is apparent from year to year, will, I am sure, bring about even a better state of things than now exists.

The discipline of the pupils during school time is generally excellent, those teachers, who know their work and have sufficient ingenuity to keep their pupils busy and interested, having had but little difficulty.

SCHOOL WORK.

It does not seem necessary to take up each topic in the "course of study," separately, but I will say, in a word, that the general advancement in methods and school work generally seems to be well grounded and substantial. The special excellence of the teaching of arithmetic, history, and composition which has been noticeable for the past few years is still maintained.

The idea of "supplementary work" is broadening continually, and outside research is constantly being increased, by which desirable results are achieved.

"Supplementary reading" is being earnestly looked after by teachers of all grades, and many have purchased sets of books especially suited for their work. In some of the grades every school has one or more of these sets. If there could be made available from the general fund a small amount of money each year for the purpose of adding to this

supplementary budget from time to time, it would, I believe, prove of great benefit.

I have seen at all times, on the part of most of the teachers of my division, a disposition to carry out to the letter, as well as the spirit of the prescribed course, and to this end they are constantly making anxious inquiries and inviting suggestion.

SCHOOL LIBRARIES.

The interest in school libraries is rapidly gaining ground on the part of the pupils as well as teachers. Of the many thousands of volumes in the various Government libraries in our city there are very few indeed which can be consulted at will by the average school boy or girl, and in this very fact I see one of the greatest misfortunes which affect the present generation. We hear much on the part of "friends of the children" about the way in which boys and girls spend their spare time, but we have as yet heard but little about the establishment of one or more good free libraries which the children could use.

Much good has been accomplished by the inauguration of small libraries in our public schools, and the amount of good yet to be done is measurable only by the degree of their extension.

There are now in our libraries 2,059 volumes, distributed as follows, viz:

	Volumes.
Eighth grade	504
Seventh grade	178
Sixth grade	281
Fifth grade	434
Fourth grade	252
Third grade	217
Second grade	131
First grade	62
Total	2,059

This is an increase over last year of more than 54 per cent. and is more than one book for every pupil on the roll of the school at any one time during the year.

MANUAL TRAINING.

Of this good work much can be said, but it has become so thoroughly a part of our system that it needs no further argument in its favor. The boys have lost no part of their interest in their shopwork, but they look forward with pleasure to the arrival of their time to spend an hour and a half at the bench, which time comes around once a week.

The fact that there was some time left unoccupied by the teacher of this branch enabled us to form one class of ten boys from each of the sixth grades schools, and I was pleased to see that the boys were able to do all the work required of them, quite as well and quite as intelligently as the older boys.

The girls do not seem to be so fascinated with the cooking, owing, I

think, to the fact that they can not cook at every lesson, and that the greater part of the class must observe while one or two only can be actively employed.

If, as the boys do, they could each take an active part at each lesson it would be more attractive.

The sewing seems to be generally enjoyed, and many of the boys, who are in the same room with the girls who sew, have taken the lessons right along and seem quite interested in the work.

As to the great benefit the pupils derive from these three kinds of manual training there can be no question.

In conclusion I desire to express my gratitude to the teachers of this division for their willing and thorough coöperation; to Mr. J. T. Mitchell, trustee, for his support, and to yourself for your indulgent consideration during the year.

Respectfully submitted.

B. T. JANNEY,
Supervising Principal.

Mr. W. B. POWELL,
Superintendent of Public Schools.

SIXTH DIVISION.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: I have the honor to submit the following report of the condition of the schools of the sixth division for the year 1889–'90, as compared with their condition for 1888–'89:

BUILDINGS.

In the old buildings the means of ventilation and heating remain unchanged. In the construction of the new buildings only the Monroe received due attention with regard to proper sanitary arrangements. Many needed repairs were made and the buildings generally were put in good condition.

The old Pioneer building, of two rooms, near Hillsdale, was rented in the early part of the session, but was abandoned on the completion of the Birney building, January 1, 1890.

ADDITIONAL ACCOMMODATIONS.

During the year a four-room brick annex was built on the lot adjoining that occupied by the Mott building; a site was purchased near the German Schuetzen Park, Brightwood avenue, and an eight-room brick building erected thereon; a story was added to the two-room brick building at Benning; a two-room frame annex was erected on the Benning Road lot; a site was purchased on Nichols avenue, near Hillsdale, and a four-room frame building erected thereon; a site was purchased and a two-room frame building erected on Bowen Road.

These new buildings and additions, with the Brightwood building of four rooms, opened in September last, increased by twenty-six rooms the school accommodation of the county, making eighty rooms in all.

A site should be purchased at Brookland without delay and a four-room building erected thereon to accommodate the rapidly increasing school population of that village. Something should be done also without delay to relieve the crowded condition of the schools on Columbia Road.

The only rented building in this division is the old frame Masonic Hall at Anacostia, containing four rooms. As a new building is to be erected in Anacostia at once, the occupancy of the rented building will be only temporary.

ATTENDANCE AND ORDER.

There were two hundred and fifty-three more cases of tardiness and three more cases of dismissal than last year, and eight cases fewer of corporal punishment.

The order was remarkably good, very few cases of bad conduct occurring which required the assistance or the advice of the supervising principal.

NUMBER OF SCHOOLS.

There are now sixty-nine schools in this division, an increase of six, namely: One at Tennallytown, one at Brightwood, one at Mount Pleasant, one at the Mott, one at Benning, and one at Anacostia.

The appointment of six additional teachers, all to the first or second grades, rendered the grading of the schools more satisfactory and secured better results in scholarship.

HALF-DAY SCHOOLS.

The number of half-day schools was decreased from twenty to six, there now being indication that the necessity for such schools will soon cease to exist.

The following table shows the grades, sex, and color of all pupils enrolled:

	White.			Colored.		
	Male.	Female.	Total.	Male.	Female.	Total.
First grade	263	212	475	336	314	650
Second grade	106	105	211	173	204	377
Third grade	122	104	226	145	156	301
Fourth grade	170	150	320	110	151	261
Fifth grade	102	76	178	62	80	142
Sixth grade	86	100	186	39	49	88
Seventh grade	64	50	114	12	35	47
Eighth grade	27	40	67	10	18	28
Grand total	940	837	1,777	887	1,007	1,894

There has been an increase of 216 in the whole enrollment of pupils, 156 white and 60 colored; in the average enrollment, 223, 148 white and 75 colored; in the average attendance, 155, 98 white and 57 colored.

The percentage of attendance of the white schools was 86.8; of the colored schools, 90.4.

The largest monthly enrollment of the white and colored schools combined was in October, 3,198.

The largest average enrollment of the white and colored schools combined was in October, 2,938.

The largest average attendance was in October, 2,685.

The number of pupils to each teacher based on the whole enrollment for the year was 53; based on the average enrollment, 41; based on the average attendance, 36.

TEACHERS.

The teachers generally were conscientious and faithful, many of whom can not be too highly commended for their self-sacrificing efforts to advance the interests of their schools. Owing principally to *la grippe* there was during the year an unusual amount of substitute service.

SPECIAL TEACHERS.

The teachers of music, drawing, carpentry, cookery, sewing, and night schools performed their duties well, as the results of their work testify.

STUDIES.

During no past session of the schools was there more skillful teaching or greater progress in the various subjects taught than during the session just closed.

If there is any one subject that has received more attention than another it is probably language. The teaching of this subject, as well as others, is rendered so clear by your method of development that both teacher and pupil become absorbed with interest during the time allotted for its consideration.

MANUAL TRAINING.

Carpentry and cooking were introduced into the Mott, Benning, Benning Road, Anacostia, and Hillsdale schools during the year. As this is the first experience we have had with such schools in this division, they have formed quite a feature of our school work the past session, and have been watched with interest. In my opinion they have been quite successful. This is our second year's experience with sewing classes, with no apparent abatement of interest.

Mr. Edward Baldwin, teacher of manual training, reports the following:

There were under instruction—at the Mott, one class of 12 pupils; at Benning, one class of 10 pupils; on the Benning Road, two classes of 16 pupils; at Anacostia, two classes of 13 pupils; at Hillsdale, three classes of 19 pupils, making a total of 70

pupils. Of this number, 14 were from the eighth grade, 17 from the seventh grade, 25 from the sixth grade, 5 from the fifth grade, 8 from the fourth grade, and 1 from the third grade.

I have reason to feel that satisfactory progress was made in most cases, the exceptions being mainly among those who were very irregular in attendance.

Miss M. R Brooks, teacher of cooking, reports the following:

The classes at Anacostia were composed of seventh and eighth grade girls, sixteen in number. At Hillsdale there were two classes, one of seventh and eighth grade girls, twenty in number, the other of sixth grade girls, twenty-two in number. There were twenty-three in the two classes at Benning. The classes from the Mount Pleasant school met at the school corner of Vermont avenue and N street, northwest. This class was composed of twenty-three seventh and eighth grade girls. In March a class of cooking was opened in the school on Benning road and a quarter part of the first year's course was accomplished by the sixteen girls. The first week of April the class at the Mott commenced cooking lessons and, by having two lessons a week, was enabled to complete the first year's course.

In conclusion, I wish to say that in my work this year I have had the full co-öperation of teachers and pupils. Most excellent work was done in the classes and, as the greater part of the pupils practiced at home, we feel that the year's work was profitable to them.

Miss Annie E. Loomis, principal of the Mount Pleasant school, says:

During the past year classes have been formed in sewing, cooking, and manual training. They have been faithfully attended and much satisfactory work has been accomplished by the children. This work has not interfered in the least with their other studies; on the contrary, the change of occupation and of thought has had a beneficial effect.

Mr. H. R. Peters, principal of the Mott school, says:

Twelve of my pupils have, for a part of the past year, been instructed in manual training. The bookwork has not suffered because of this "breaking in" on the regular time, but rather has been very materially strengthened by it. It has awakened an interest in the parents, the good effect of which is felt throughout the building. On the whole I regard manual training as a promoter of discipline, attendance, the use of the hands, the use of the eye, the broadening of the intellect, and I would suggest that the time allotted for this work be increased.

The cooking school in this building has met with success. Parents have testified to the excellent results produced by their children at home.

The instruction in sewing the past year has produced satisfactory results. When the limited means of a number of the parents are taken into consideration, and when I see that this branch opens up an avenue from which the pupils can, without cost, maintain neatness, and even make money, I can but consider sewing in the schools a great acquisition.

Mr. J. H. Voorhees, principal of the Benning school, says:

I am very much pleased with manual training and cooking schools; the children take great interest in their work. It is just what they need to be taught. I think they should have more time given them in each school.

Mr. W. H. Smith, principal of the Benning Road school, says:

Manual training did not in the least interfere with the regular work of the school; indeed, all the advantages claimed for the union of manual training with purely intellectual training by even its most ardent admirers showed themselves in the classes that took the combined course.

Mr. H. S. Petty, principal of the Anacostia school, says:

After one year's trial of manual training I feel fully prepared to say that it is helpful, both as it regards discipline and scholarship. The exhibit of the year's work gave great satisfaction to the parents and friends who visited our school on closing day.

Miss F. J. Smith, principal of the Birney school, says:

The boys have been very enthusiastic about the carpentering this year. It has helped them in their other studies, for it has been a practical illustration that unless a thing is done accurately it had better not be done at all. All the girls attended the cooking school and considered it a privilege to be so instructed, the knowledge gained in the school being of untold value to them at home.

PHYSICAL CULTURE.

More attention than usual has been given to physical exercise.

Miss Stoneroad, the directress of physical culture, visited many of the county schools during the past winter and held teachers' meetings at convenient points, at which she gave practical illustrations of health exercises and made valuable suggestions relative to the teaching of this important subject.

LIBRARIES.

The number of volumes in the libraries of the schools has not increased, but several of the teachers have money in hand, amounting to about $200, for the purchase of suitable books for the several grades.

CLOSING EXERCISES.

The closing exercises, as last year, were very interesting and instructive. A much larger and more varied display of articles than usual was on exhibition. Among the exhibits, for the first time, were specimens of carpentry and cookery, which were highly commended.

CONCLUSION.

In reviewing the work of the past year I am convinced that the schools of the sixth division did well, and that they are alive to the educational progress of the times.

Before closing I wish to thank the teachers, the trustees, and yourself for co-öperation and sympathy in my work when most needed.

Very respectfully,

JOSEPH R. KEENE,
Supervising Principal.

Mr. W. B. POWELL,
Superintendent of Public Schools.

WASHINGTON HIGH SCHOOL.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: I have the honor to submit herewith a report of the High School for the year ending June 30, 1890.

Numbers and attendance.

Number of pupils re admitted from previous year	722
Number admitted at the beginning of the year	665
Number subsequently admitted	35
Number of withdrawals	264
Number at close of the year	1,158
Whole number enrolled (girls, 882; boys, 540)	1,422
Average number enrolled	1,274.6
Average number in daily attendance	1,213.4
Percentage of attendance	95.2

Year 1889–'90.

Months.	Average enrollment.	Average attendance.	Percentage.
September	1,386.5	1,361.9	98.2
October	1,349.0	1,311.3	97.1
November	1,348.3	1,300.0	94.6
December	1,328.3	1,262.5	95.2
January	1,281.5	1,177.6	91.8
February	1,271.6	1,212.0	95.3
March	1,248.5	1,191.0	95.3
April	1,209.5	1,145.8	94.7
May	1,177.3	1,103.0	93.6
June	1,145.2	1,088.1	95.0

The number of pupils enrolled in each class has been: First-year class, 724; second-year class, 418; third-year class, 280.

Table showing growth of the school.

Years.	Number of teachers.	Average enrollment.
1882–83	11	367
1883–84	13	486
1884–85	20	598
1885–'86	24	688
1886–87	28	775
1887–'88	30	913
1888–89	33	1,107
1889–90	41	1,274

Statistics of attendance 1889–'90.

Year opened with enrollment of	1,387
Maximum enrollment (September)	1,387
Close of year (June)	1,158
Average enrollment	1,274.5
Increase over previous year's average enrollment	167.6
Approximate ratio, boys to girls	5 to 8
Average percentage of attendance	95.2

Miscellaneous statistics.

Number of graduates:	
1882–'83	26
1883–'84	51
1884–'85	139
1885–'86	179
1886–'87	190
1887–'88	207
1888–'89	222
1889–'90	289
Number in the different courses in 1889–'90:	
Academic	613
Scientific	576
Business	208
Unclassified	25
Total	1,422

Average age in school:	
Between—	
12 and 13	4
13 and 14	13
14 and 15	142
15 and 16	311
16 and 17	424
17 and 18	336
18 and 19	153
19 and 20	35
20 and 21	3
21 and 22	1
Total	1,422

The year opened with half-day sessions for the first and second year classes, the upper class alone being granted full time. Five sections of the first-year girls were temporarily accommodated in the "annex" at 628 O street, a dwelling house which had been turned into school rooms and rented to hold the overflow. These quarters, at their best unsatisfactory, were surrendered in November and the pupils moved into the partially finished addition.

The new wing was ready for service the 1st of January; in structure similar to the old building, it affords the following conveniences:

Nine class rooms with pupils' desks, 324 seats; one study hall with pupils' desks, 77 seats; two class rooms with benches, 80 seats. Chemical laboratory, 46 by 33 feet; library, 46 by 33 feet; drill hall, 76 by 28 feet. Physical laboratory, apparatus, and lecture rooms.

BUILDING AND ACCOMMODATIONS.

The relief in accommodations for the coming year will be adequate. The plan adopted by the board of trustees meets all the present exigencies of the High School, and though the provision made is regarded as only a tentative solution of the difficulty yet already its success is demonstrated for the year 1890–'91. It is however necessary to look to possible complications for the following year and (without delaying to be assured by the experience of the entire year under the new régime) to anticipate the conditions of that time.

There are at present in the Central High School 630 second-year students. In the main and branch schools, exclusive of the Commercial School, there are 630 first-year students. If pupils are promoted from the Georgetown and Peabody schools (now giving instruction in first-year work only) to the main building the school will contain 950 or 1,000 pupils in the two upper classes, making it necessary to provide accommodations for *all* first-year work outside of the High School at O street. This would necessitate another branch, to contain 400 students promoted from the eighth grades, and the continuance of the

present plan and the present buildings or similar ones for high-school work on Capitol Hill and in Georgetown.

Such a method of procedure would necessitate an increase in the number of teachers employed in giving instruction in advanced work and large additions to the apparatus and laboratory appointments from the increase in the size of the classes engaged in upper class work.

If, on the other hand, it is deemed advisable to build upon the present nuclei by adding to the first year curriculum, now in successful operation in the branch schools, the studies of the second year, looking to the ultimate establishment of coördinate schools, it is necessary at once to make such efforts as will secure proper buildings and such additions to the contingent fund in the appropriation as will provide proper fittings and apparatus without cramping others for the necessities of school life.

A new building in the Third Division seems indispensable. It could be so constructed that when outgrown, or when a direct appropriation for a new high school could be secured from Congress, it could be used advantageously for the graded schools.

DISCIPLINE.

The discipline of the school has been as satisfactory as could be expected with the serious drawback of overcrowding and the inexperience of some teachers. It was found necessary to put boys on the laboratory floor where their remote position and the lack of sufficient number of teachers combined to produce opportunities for some laxityof behavior. It was necessary also frequently to give lady teachers charge of large study halls, filled with boys, and to entrust a number of boys' sections of the first year class entirely to their instruction. These ladies were competent instructors and capable disciplinarians; it is in no sense a detraction from their abilities to say that the lack of the influence of a strong man was a loss to boys at this stage of their training. The difficulties of the half-day plan of school (in operation till January, 1890), the overcrowding of classes, of corridors, and class-rooms, and the lack of a sufficient number of male teachers made the year somewhat difficult from a disciplinary point of view. It is necessary to say, however, that these difficulties were fully appreciated by the teachers, who labored tirelessly to overcome the embarrassment, with a fair amount of success. The serious difficulties were few; the number of suspensions small, and the major part of friction limited to boys and a few teachers. These obstacles have already been set aside for the coming year by the branch schools, affording ample room for convenient organization, and by additions to the corps of teachers.

INSTRUCTION.

A number of changes were necessitated during the past year by the size of the school and the lack of accommodations and sufficient teachers. It was found impossible to instruct *all* pupils of the second-year

class thoroughly in physics, consequently an option was given between it and chemistry, one or the other being prescribed, that all should have the training of at least one scientific study.

A radical change in the character and amount of English work has been effected, making this branch obligatory throughout the course, instead of an elective in the second and third years, as heretofore.

Other portions of the curriculum were unaltered; teachers endeavoring to follow out the tested lines of work with better methods and improved results.

The school comprises an academic, a scientific, and a business department, the course of study in the first two occupying three years, and in the latter, two years.

The curriculum includes primarily "such studies as tend to make intelligent men and women and good citizens."

The academic department prepares for the academic work of college, with the exception of Greek, and young ladies for the work of teaching.

The scientific department prepares for the scientific work of college and the technical schools, and young ladies for the work of teaching.

The business department trains pupils for commercial and general business.

"The aim of the school is not so much to communicate knowledge, as by wisely using it, to stimulate intellectual life and to train the mind to right methods of action.

"These results are sought, first by a well considered plan of symmetrical study; second, by such modes of instruction as seem best suited to excite a thirst for knowledge, to quicken thought, and to furnish to the pupils practical examples of logical investigation and correct reasoning."

The departmental plan of instruction is pursued, most teachers having but one branch of study. A few have been engaged upon two or more allied subjects.

In the synopsis that follows, a clear outline of the course of study is given.

Three courses of study outlined.

Year.	Academic.	Scientific.	Business.
First	English. History. Algebra. Latin. Physiology. } Lectures. Physical geography. } Lectures.	English. History. Algebra. German. Physiology. } Lectures. Physical geography. } Lectures.	English. History. Algebra. Bookkeeping and business arithmetic. Physiology. } Lectures Physical geography. } Lectures
Second	English (first half year), *history* (second half year). Geometry. Latin. Physics or chemistry.	English (half year), history, (half year). Geometry. German Physics or chemistry.	English (half year), history (half year). Bookkeeping and business arithmetic. Commercial law and commercial geography. Physics or chemistry.
Third	*Trigonometry* and *surveying, or history.* Latin. English. *German.* *Botany* or *Chemistry* and *mineralogy* Or *advanced physics.* *Political economy.*	*Trigonometry* and *surveying, or history.* German. English. *Botany* or *Chemistry* and *mineralogy* Or *advanced physics.* *Political economy.*	Certificates are given at the end of two years, but pupils desirous of continuing in school may take suitable studies of the third year in other courses and receive diplomas of graduation.

(*a*) Elective studies are printed in italics; all others are prescribed.

(*b*) General exercises in composition and drawing are required in all the courses; a general exercise in music is optional.

(*c*) Military and calisthenic drills, under the same regulations as during the past year.

(*d*) Manual training for pupils of both sexes throughout each course is optional.

(*e*) Not more than four studies may be pursued at one time.

(*f*) Candidates for diplomas must pursue all the prescribed studies, and at least three studies in the third year; students who, for any cause, fail to meet this requirement are enrolled as "unclassified," and can not graduate until the prescribe work is satisfactorily made up.

BATTALION.

The first time that the High School cadets appeared in public in the year 1889–'90 was in the parade in honor of the Pan-American Conference, in which they made a fine showing, competing with the Regular Army and the District militia.

The great event of the year, however, so far as the High School cadets are concerned, is the annual parade before the Arlington. At the parade in June the Marine band appeared with the cadets for the first time. Their presence added great enthusiasm to the drill, which was unusually successful, the special feature being the maneuvers of the battalion as a whole. There were present the District Commissioners, General Ordway and staff, and a number of Regular Army officers.

The battalion held its competitive company drill in the exhibition hall of the school on Thursday evening, May 24, the judges being Capt. Constantine Chase, Lieut. P. C. March, and Lieut. Edgar Russel, Third Artillery, U. S. Army.

The companies conducted themselves with a precision and accuracy which reflected great credit upon themselves as well as their mili-

tary instructor, Capt. B. R. Ross, District of Columbia National Guard. At the conclusion of this competitive drill Captain Chase said, "The drilling of these boys is the finest I have ever seen outside of West Point."

BUSINESS TRAINING.

Number of pupils: First year, 121; second year, 68; total, 189.

The aim of the course is to impart to the students a thorough and practical knowledge of bookkeeping and business arithmetic, to familiarize them with the fundamental principles of commercial law and civil government, and to acquaint them with the leading facts of commercial geography.

The first-year pupils were taught arithmetic, single-entry and double-entry bookkeeping, and were trained in drawing the simpler forms of commercial paper.

In the second year the work in bookkeeping and arithmetic was a continuation of the work of the first year. In commercial law the text-book was largely supplemented by practice in drawing business forms. In civil government and commercial geography the pupils were required to prepare and deliver lectures upon such subjects as state taxation, city government, the origin of the jury, and to prepare papers giving the statistics relating to the various manufacturing and agricultural industries of our country, transportation, markets, etc., thus training them in the use of reference books and in the collection and arrangement of facts. In addition to this, text-book and note-book work was required.

In bookkeeping the course was so extended as to include bank and joint stock company bookkeeping. A simple system of business practice was also introduced in which the pupils were required to conduct a bank in connection with their routine work.

CHEMISTRY.

The work was much impeded by the loss of the old laboratory, which, with two other rooms, was destroyed during the summer of 1889 to allow the juncture of the "addition" to the new building, while the wing containing the new laboratory was not completed until January 1, 1890.

For the intervening four months it was necessary to dispense with all laboratory practice and confine the subject to text-book work and the few experiments and illustrations that could be accomplished in the class rooms.

After the Christmas holidays, chemical work began under favorable auspices. The new laboratory, a room 46 by 33 feet, had been provided with 62 individual tables, each accommodated with gas, water, and a full set of reagents for pupils' use; ample storage room, ventilation, hoods, sinks, troughs, necessary fittings and apparatus.

Successful instruction was given in careful manipulation, accurate observation, and logical deduction. In the advanced work of the third-year class both qualitative and quantitative analysis were undertaken, and the usual course in mineralogy completed.

COOKING.

Pupils from the first, second, and third year classes received instruction once a week in cooking.

The majority of them had received one year's instruction and were able to cook a plain meal. During the past year their knowledge was increased so that they were able to prepare several kinds of soup; to make brown and graham bread, to make desserts which required more careful and accurate handling than those given in the first year, and to cook fish, oysters, etc.

Two classes received instruction in the third year work, which consists of preserving, canning, pickling, the preparation of fancy desserts and food for the sick, and the cleaning, dressing, and the cooking of poultry.

DRAWING.

Number of pupils in special classes, 205. First year, 70; second year, 70; third year, 65; in the regular classes, all others.

Regular classes.

FIRST YEAR: One hour per week.

Geometrical work.—Problems for drawing polygons and geometrical dictation and design.

Free-hand work.—Review and study of cylinder, cube, square prism and objects based on them, as goblets, chairs, etc., study of triangular prism, hexagonal prism, and square pyramid, and groups of these models; door and window; Gothic ornament from copy; plant forms from nature and design.

SECOND YEAR: One hour per week.

Geometrical work.—Projections or working drawings of lines, planes, and solids; printing the alphabet; development of solids and making models of paper.

Free-hand work.—Study of hexagonal prism, and of school-room objects, as waste baskets, flower pots, books, etc., in different positions.

THIRD YEAR: One hour per week.

Geometrical work.—Projections or working drawings of solids in various positions, and problem for finding the real length of a line from its projections, development of solids, and making models of paper; perspective.

Free-hand work.—Short review in drawing from objects, using charcoal, and studying light and shade of effects.

Special classes.

FIRST YEAR: Two hours per week.

Geometrical work.—Study of problems for drawing squares, rhombs, trapeziums, polygons, ellipses, ovals, etc.

Free-hand work.—Study in outline of single models, groups of models, and Greek vase forms; study of plant drawing from nature and patterns designed from some plant drawn.

SECOND YEAR: Two hours per week

Geometrical work.—Projections, orthographic and isometric; perspective, by direct use of projections, and by use of vanishing points and measuring points.

Free hand work.—Study of light and shade, shading with stump, single objects, groups of objects, Greek vase forms, and simple casts.

THIRD YEAR: Two hours per week. Three courses, elective.

Geometrical work.—Continue work of previous year in projections, studying now light and shade and cast shadows, and using water color and India ink washes.

Study helix and screws (wooden and iron).

Study development of solids, making paper models of cones showing parabola, hyperbola, ellipse: roofs with dormer windows, and prism penetrated by another, etc.

Crayon work.—Continue work of second year, using more elaborate casts—of fruit and flowers, of the parts of the human face; masks of classic heads, and busts.

Water-color work.—Study of typical examples of decorative styles, in color, painting flowers from copy and from nature; original design, both pattern and color.

At the competitive examination held for entrance to the special class, first year, the number of candidates was 105, 70 of whom were admitted.

In the special classes the coming year there will be added modeling in clay, which last year had to be omitted on account of lack of accommodations.

The first year class will model, in relief, leaves either from natural leaves or from casts.

The second year, a rosette designed from flowers or leaves.

There will also be arranged an extra class for normal school candidates, to study black-board drawing and something of the history of art.

ENGLISH.

Number of pupils, first year, 724; second year, 418; third year, 248; total, 1,390.

During the year 1889–'90 English was for the first time studied by all the pupils of the school, this branch being prescribed for all years in each course. By the adoption of this plan each pupil pursues English studies for two years and a half, the course in the second year occupying only half of the year. This change was deemed advisable because of the importance of a thorough English education.

The principal aim in the English course is two-fold: first, that pupils may become proficient in the various forms of composition and may at the same time cultivate command of language; and second, that from the study of English and American literature they may acquire, in addition to a knowledge of the history of that literature, an appreciation and love for the works of the best writers.

The first year work included instruction in composition, embracing both structure and style, and secondly the study of the general development of English literature. For the historical study, a complete

outlined synopsis prepared by the head English teacher, Mr. G. J. Smith, was furnished the pupils as a basis; but the main part of the work in literature was the study of eight literary masterpieces selected from the works of great representative authors. In the class work attention was given to the period of literature represented by the author under consideration, and to the various works of the author, but the special study of the work selected was directed toward implanting an appreciation of good literature. In this effort the school library proved exceedingly useful.

The second year work covered but half the year. The first quarter was given to a systematic study of rhetoric; the second, to Shakesperean comedy, one play being selected for special study. In the second as in the first year work frequent written exercises were required in which the pupils were taught to apply constantly the various principles of skillful composition.

We regard it as an advance in the teaching of rhetoric that almost no dependence was placed upon the text-book, either for guidance or suggestion.

The third-year course consisted of the study for about fifteen weeks of formal logic, which was followed by five weeks given to Chaucer (except in one section, which read the first two books of Paradise Lost), and during the last half of the year by fairly exhaustive work in Shakespearean tragedy, the plays of Hamlet and Macbeth receiving special study. Composition received added attention this year in third-year classes, papers being carefully prepared on subjects connected with Chaucer (or Milton) and Shakespeare.

The Friday afternoon "rhetoricals" have been abolished as periods for the practice and study of composition, this work now being carried on altogether in the regular English classes and through them reaching the entire school. The weekly rhetorical hour was used instead for literary recreation, debating exercises, and general-information classes.

The subjoined schedule is but little changed from last year's report.

Schedule of English work, 1889–'90.

Quarters.	First year.	Second year.	Third year.
First	Chittenden's Elements of Composition. Simpler principles of rhetoric applied in abundant written work.	Text-book, A. S. Hill's Principles of Rhetoric. The subject rather than the book studied. Continual practice in writing.	Text-book, Jevons's Logic. In deductive logic were discussed terms, propositions and syllogisms, their various kinds relations, etc. Printed lists of arguments for criticism were furnished the class. Study of inductive logic followed.
Second	Reading of masterpieces of English literature, with work on the contemporary literature. Inexpensive editions from various sources used in class work. (a) *Tennyson.* Elaine. (b) *Dickens.* Old Curiosity Shop. (c) *Macaulay.* Essay on Warren Hastings.	Study of Shakespearean comedy. Play selected for special study, class-reading, criticism, etc., "Merchant of Venice;" written composition work required in this connection.	Last five weeks of second quarter given to Chaucer's Prologue and his "Nonne Prestes Tale."
Third	(d) *Byron.* Prisoner of Chillon. (e) *Goldsmith.* She Stoops to Conquer. (f) *Swift.* Gulliver's Travels (first voyage, abridged somewhat). (g) *Milton.* Comus.	[In the second half year another set of pupils took the same work as above, except that the special play was "As You Like It."]	"Hamlet," with a thorough study of Shakespearean tragedy and of the Elizabethan literature and times, followed in the fourth quarter by "Macbeth."
Fourth	American literature; history, chief names and works, brief readings from Bryant and others. Written work all the year.		

GERMAN.

The number of pupils in this department has been steadily increasing; students appreciate more and more the advantage which the study of German affords. Goethe says truly that a knowledge of none but the mother tongue implies non-mastery of even that. When we consider English, a composite of Latin, German, and French-Celtic, it is apparent that no one can possibly master our own vernacular without at the same time understanding at least one other language. If then, a modern language is indispensable in the curriculum, there can certainly be no question as to which. By reason of its nearest affinity to English, nearly one-third of the latter being German in changed form, and because of its utilitarian character, German preëminently commends itself as the language to adopt.

We favor the education of individualism, making the pupils self-reliant, broad minded, harmoniously developed: therefore, it is considered that the rational method of teaching is that known as the "Pestalozzi-Froebel," which, as far as it regards the teaching of modern languages, has been introduced into this country under the name of "the Natural Method."

As a rule, German is spoken in the class room from the beginning, and grammatical studies are also systematically carried on in the lan-

guage proper, although the use of English is not entirely banished, translations from German into English, and *vice versa*, being made whenever necessary. Beside this, reading, writing and speaking German, as well as original composition, especially letter writing, are practiced. Dr. Wilhelm Bernhardt's "Series of text-books for the study of German" have been used with marked success, viz:

Volumes I, II, of "Deutsches Sprach-und-Lesebuch" (German grammar and reader).

Volumes I, II, of "Im Zwielicht" (First and Intermediate Readings in German prose).

Volumes I, II, of "Deutsche Novelletten-Bibliothek" (advanced readings in German prose)

The scientific classes take a three years' course, studying in the first year (five hours weekly) Volume I, of "Deutsches Sprach-und-Lesebuch." This course familiarizes pupils with descriptive German. In the second year (four hours weekly) the study of Volume II of the same book (narrative style of the language) and reading original German texts ("Im Zwielicht." "Novelletten-Bibliothek"), in connection with which systematically arranged oral and written translations are carried on. The third year course (four hours weekly) embraces a general review of the whole grammar, translations from English into German, and reading of more advanced German texts, viz: "Hodge's Course in Scientific German" in the boys' classes, while the girls take up the reading of some of the masterpieces of German literature, *e. g.*, Schiller's "Wilhelm Tell" and Goethe's "Hermann und Dorothea."

The academic classes (five hours weekly), with only one year's course in German, go over the whole ground of the first and second years' scientific sections, which is sufficient for entrance to college.

HISTORY.

Third year.—Last year's class in general history followed about the same line of work as the class of the preceding year.

The text-book, Freeman's General Sketch, was used as the framework upon which to build up as extended a knowledge of the subject as the time would allow, by showing the connection between different epochs which were treated as such, in order to obtain a more complete knowledge of their character and importance.

At the beginning of the second quarter a course of lectures was delivered upon the introduction and development of Christianity.

The work of the year concluded with the reading in class of Robert Mackenzie's "Nineteenth Century," in order that the pupils might get a full, connected, and interesting account of the events of our own time, and thus be the better prepared to understand the state of affairs now in progress.

It is earnestly desired that the small collection of works on American history now in our school library should as soon as possible be very largely increased.

It is a matter of regret that the time allowed for the study of history is so short during the High School course that the study of United States history must be relegated to the lower grades. But though this be the case, the difficulty may be partially solved by increasing the facilities of the library along the line of American historical and biographical works, which would undoubtedly tend to develop a deeper spirit of patriotism in the pupils of our school.

GREEK AND ROMAN HISTORY.

First year.—The first-year history classes began their course with the study of the geography of ancient Greece and the neighboring regions.

Fyffe's Primer of Greek History was taken up, and each lesson was supplemented with matter procured from other sources. All through the work the desire was to have the classes see the development of the Greeks, in their political, social, and intellectual life, and to impress these characteristics upon the minds of the pupils by drawing parallels or contrasts to like features in our civilization.

Roman history was begun in the third quarter, and developed in the same way in which the history of Greece had been treated. The text-book used was Creighton's Primer of Rome, supplemented by constant reference to other authorities.

LATIN.

At the beginning of the year a new text-book was taken up by the first-year classes, Collar and Daniells' Beginner's Latin Book, replacing "Leighton's Lessons." The new book was found, by the experience of the classroom, to be an improvement and the work, at the completion of the year in June, was satisfactory.

The large amount of sickness was a detriment to the standing of certain sections.

The work of the second and third year has been highly satisfactory. Still we must note with regret the limitations of a three years' course, which forces the school to leave unfinished much that should be accomplished in a high school Latin course.

MANUAL TRAINING.

Number of pupils, 200; time, two hours a week.

The plan of manual training in the High School is to continue the course of joint-making, carpentry and cabinet-making started in the seventh and eighth grades of the grammar schools, by offering a course of wood-turning, pattern-making, and draughting in the first year; iron and steel forging, soft metal molding, and draughting in the second year; chipping and filing, machine construction, and draughting in the third year.

It will be seen from the above plan that draughting forms a part of the training in each year. This function of manual training is an im-

portant one, since the educational sequence is, first, the conception of the object followed by the planning and drawing, then, and not until then, the construction or materialization of the thought.

The necessity of having mechanical drawing connected with the laboratory work was recognized and facilities for the establishment of a course therein were furnished. The rooms formerly occupied by the cooking department were fitted up for a draughting room with twenty-four individual drawing stands of the best make. As soon as possible thereafter classes were given the benefit of the new accommodations. A number of sheets of drawings were finished and from these some blueprints were made. However, all work was done directly from drawings, blackboard sketches, or prints made either by the instructor or by the pupils.

The success of this branch is manifest on all sides and perhaps most of all in the earnestness and vigor with which it is pursued. Owing to the limited amount of time spent in the laboratories by each pupil it is necessary to illustrate by as few exercises as practicable the fundamental principles and methods of manipulation though thereby making impossible the production of many pieces for show. Indeed the work has at times seemed to be, as Dr. Woodward says it should be, "valuable experience and chips." Nevertheless, as those who were enough interested in the work to visit the school during the exhibit held at the close of the year can testify, the fine pieces shown could hardly be designated as "chips."

The cramped condition of this department resulting from the overcrowding of all accommodations in the school was indirectly relieved by the additional room in the new wing of the main building. Growth of interest has been retarded many times by the lack of adequate facilities and altogether insufficient appropriation for this branch.

MATHEMATICS.

Number of pupils, 1,113; first year, algebra, 680; second year, geometry, 339; third year, solid geometry and trigonometry, 94; surveying, 76.

Algebra.—An effort has been made to inculcate close and accurate habits of reasoning, self reliance in thought, independence in work and a quick perception of fallacies. The work in algebra has been attended with some difficulties and although the efforts made by the teachers of this subject during the past year were as earnest and enthusiastic as the year preceding, yet the amount of work done was not so satisfactory as desired. An attempt will be made next year to cover more extended ground, starting with a revised algebra and without answer books.

Geometry.—But little can be added to the report of last year concerning this subject. The broad underlying principles have been pointed out and made special objects of study: and with this end in view the analogies existing between theorems in plane geometry and correspond-

ing theorems in solid geometry have been studied by the students. Special stress has been laid on the close connection existing between the apparently detached theorems in the various books and a thorough test of the understanding of these principles has been made by means of "originals" which have formed a feature in the course.

Trigonometry.—The course in this subject is designed not only to provide the basis for practical surveying which immediately follows it, but also to show the evolution of formulæ and to afford a powerful weapon in the hands of the skilled analyst for attacking the problems and theories of mechanics and kindred branches of applied mathematics.

Surveying.—In this subject only a preparatory course is attempted. Fundamental ideas are put before the students; the higher branches of engineering commented upon; maps and diagrams, showing details of a piece of engineering work, such as the preliminary survey of the Nicaragua Canal, are shown so that a glimpse may be had of the great field which is open to the painstaking and thorough student of mathematics.

The use of instruments (methods of adjustment, manipulation, etc.) is taught in the best way by requiring the students to handle and examine them under proper direction; when practicable parties are detailed to perform some problem in surveying of more or less difficulty.

MUSIC.

Sections of the upper classes met regularly, one hour per week, throughout the year. After the "addition" was available, and the consequent discontinuance of the half-day plan of school, pupils in the first-year class were also given musical instruction. The short time remaining in the school year was a serious limitation to this portion of the work, but there was no other solution of the difficulty while the accommodations were insufficient to allow a five hour session for all.

It is necessary to emphasize the statement of the past year: "We need a concert grand piano for the hall. The one we now have is entirely inadequate for a room of that size, and I earnestly hope we may be provided with one suitable for the uses it is put to."

NATURAL SCIENCE.

The work of this department comprises botany, an elective for third-year students, and general work in the elements of natural science required of all first-year students. Both courses continue throughout the year. The first occupies each student five hours a week, the second, one hour.

In botany the work is done from objects and the constant aim is to develop a true scientific spirit among students, to form the power of ready and accurate observation, and to cultivate a love and appreciation of nature in all its forms. Each student has one hour a week for laboratory work. Work in description of flowers and in study of the

principles of botany from objects, from Gray's Lessons and from lectures, occupies four hours a week. The greatly improved facilities provided by new and larger laboratories have aided very much in perfecting this course of study.

Instruction is given to the first-year class by one lecture a week throughout the year. The subjects considered are human and comparative physiology and animal structure, and physical geography as applied to the earth's surface.

Besides work done in formal instruction, it is the aim of this department in particular to stimulate interest in nature among all students. Believing that this is best accomplished by making students collectors and showing them how to put collections into permanent and scientific form, a series of such collections have been started and much interest among students aroused, with large contributions of material and work.

PHYSICAL TRAINING.

Physical training has received considerable attention. Exercise was provided by means of manual training and battalion drill. These electives occupied from two to four hours per week and were of such a nature as to produce the best development of muscle and endurance. The physical improvement of the cadets is marked in carriage, general bearing, erectness, and breadth of shoulder.

Very little was done in the way of athletics, because there was no suitable room for the purpose. If a proper room, with high ceilings and good ventilation could be set apart, the boys would be only too glad to make use of the privileges so granted.

There should be some provision for training both sexes physically beyond that made by the battalion and volunteer organizations of the past.

A teacher of "physical culture" is most radically demanded by the sedentary habits of the girls; gymnastic apparatus should be provided for the boys who are not cadets. A few hundred dollars expended in bars, Indian clubs, dumb-bells, and weights would make it possible to fit up a basement room as an embryo gymnasium.

PHYSICS.

At the first of last year the study of chemistry was made optional with physics; one or the other being required for second-year pupils. This reduced the number of pupils taking physics to such an extent that two teachers were able to take charge of the entire department. The book used was Gage's Elements of Physics, which was completed as far as Light, with the omission of certain sections regarded as too difficult for the class.

Three recitations per week were given to the class, and in addition once a week the pupils were assembled for lecture, at which experiments were performed by the teacher to illustrate the principles of the sub-

ject. One of the recitations was held in the physical lecture room, where an opportunity was given to inspect the apparatus more minutely and also to handle it. The pupils were required to perform certain simple experiments at their homes, and assistance was given to those desirous of making apparatus of their own.

The third-year class studied the subjects of light, mechanics and electricity. Laboratory work was given to this class, comprising experiments taken from Gage's Elements of Physics and other elementary books. Boys taking third-year physics were expected to be prepared for entrance to college.

POLITICAL ECONOMY.

Third year.—The beginning of the first quarter was occupied with a series of lectures and informal class discussions, which sought to ground the pupils in the principles of the subject; after which the text-book, Walker's Political Economy (briefer course), was used as a guide until the beginning of the fourth quarter, which by the choice of the class was given to the study of the general methods of civil government in the United States. Attention was chiefly drawn to the subject of local and State government as most profitable to pupils whose acquaintance with methods of government had been confined to those in vogue in the District of Columbia.

The members of the class were encouraged to attend the meetings of the various economic organizations of the city, through the kindness of whose officers invitations to the class had been repeatedly extended and gifts of various economic publications made.

It is with pleasure that acknowledgment is made for the courtesies of the Single Tax League.

AMATEUR AUTHORS' ASSOCIATION.

The Post's Amateur Authors' Association caused a large amount of competition in essay writing among the pupils of the school. The prizes, gold medals, were awarded as follows: third year, Miss Bertha L. Bennett; second year, Mr. J. B. Tait; first year, Miss Alice Pollok.

Honorable mention of Miss Mary P. Shipman, Mr. E. S. Olmsted, and Miss Fannie Slater, in the third, second, and first years, respectively, was made.

The success of this trial establishes the vital force with which prizes appeal to pupils, stimulating them to better efforts than the best that the most enthusiastic teacher can arouse without such incentives.

While believing in the general principle that pupils should be led to work through the enthusiasm and inspiration of the teacher, and that the artificial stimulus of gifts, premiums, and prizes is unwholesome, yet, when limited to an annual contest, the occasion is healthful and inspiriting to the mental life of students.

I should be glad to see established, for the High School, prizes in Eng-

lish composition and elocution, the award to be made at the school hall at a public evening gathering some time in May of each year.

Early in the year 1888–'89 an enthusiastic literary society was organized under the presidency of the assistant principal and continued successfully through the year 1889–'90. It is composed of young ladies who intend to choose literature as a profession, either as teachers of English or as journalists and correspondents. Regular journalistic work is prepared for each meeting; important events and topics of interest are reported in the style of the daily papers; Washington letters detailing the occurrences of the capital have been written, and several have been accepted by papers in different sections of the country.

CHANGES IN TEACHERS.

October 18, 1889, Mr. J. B. Daish, instructor of physics, resigned and was succeeded by Mr. H. H. Ballard.

Mr. M. F. F. Swartzell and Mr. H. H. Ballard resigned in June, 1890, to accept more lucrative positions in the Cathedral School of St. Paul, Garden City, Long Island.

Other changes are as follows: Miss E. B. Leech, resigned; Mr. Henry Meier, resigned. Miss S. P. Breckinridge and Miss Charlotte Smith were granted leaves of absence for one year. Miss L. E. Denham, who was assistant in the botanical laboratory, died February 11, 1890, and Miss M. A. Downing was appointed in her place by transfer from the Carberry building.

CONTINGENT FUND.

As will be seen from the statement of expenses, the school is overburdened in providing for contingent wants that are not paid for out of the contingent fund of the District of Columbia appropriation.

That this burden is thrown upon the management of the school is due not to any desire to hamper its complete and satisfactory appointment on the part of the school authorities, who have dealt with the institution, within the narrow limits of possibility, with generous hand, but to the inadequate character of the appropriation.

At the present time the chemical laboratory is for the second year without two hundred drawers necessary for the completion of the individual benches. The gun cases, in the armory, procured by a school concert, are still the unpainted, unoiled pine of which they were originally constructed. One hundred and seventy-five doors are needed to perfect the plan for lockers. The Natural History collections are locked up and of little service from the lack of cases in which to classify and display the specimens. The piano, which was decrepit when the school was organized, in 1882, is still in painful, toneless service in the exhibition hall, for morning exercises and music hours. Forty dollars rent was paid for temporary use of pianos at concerts and entertainments

last year. This sum might have been saved had the school the piano it needs.

The development of the library is at a standstill. No new books can be purchased, except with the very small fund from concerts, and many worn books are thrown away that would last through some years of service, were it not imperative to economize in binders' bills.

The amount of money necessary, beyond what is now allotted to the needs of the school, is but a paltry sum, yet the lack of it means serious inconvenience, limitations to the best work, and interference with the proper routine of study by the interruptions of concerts. Teachers are willing to become showmen, and pupils actors and subscription solicitors, when there is no other way to secure funds, but such methods are worthy only of provincial communities at the inception of their school system. If these things are properly understood by the committee, there should be little difficulty in securing an enlarged appropriation.

A tabulated statement of things needed, which it will be impossible to provide without a larger contingent fund in the appropriation bill, follows:

Completion of chemical laboratory	$500.00
Completion of gun cases	375.00
New piano	400.00
Gymnastic apparatus	350.00
Natural History cases	100.00
Bookbinding	250.00
New books for library	500.00
New books for branch schools	500.00
Total	$2,975.00

It is earnestly hoped that this insignificant sum may receive consideration in making up the estimates.

The following extract shows an appreciation of the necessity for more money. Its importance is increased with the *accumulation* of things demanding expenditure that it has been impossible to meet in the past.

In the third place, we would urgently recommend that the contingent fund annually appropriated by Congress be wholly set apart for the educational work of the schools, or else that it be so largely increased as to allow at least $25,000, the amount asked for in the estimates for the ensuing year, to be applied to these uses. At present the fund is annually diminished by the payment of insurance premiums upon all the school buildings of the District, gas bills, printing, and other incidentals, necessary, it is true, but so consuming the fund that the real contingent educational needs of the schools can not be supplied. The reports of the supervising principals show conclusively the value of more libraries and reference books in the various school buildings. In all the schools music is taught, and at least one piano in each building is almost an indispensable necessity: the library at the High School, the educational value of which is abundantly apparent from all the annual reports coming from that institution, sadly needs replenishing and enlargement, and, in various other particulars, the highest educational results call for expenditures from the contingent fund which that fund has heretofore been wholly inadequate to meet.

Various attempts have been made in the schools to supply books, pianos, and other

needed paraphernalia by means of contributions solicited by the children, through the aid of entertainments, luncheons, and like measures, all of which to the board seemed wrong in principle and prejudicial both to pupils and the cause of education, but which, though the board has been unable to sanction them, they have felt nevertheless equally unable to wholly prohibit, in view of the urgency of the needs which they were intended to supply. We now submit the matter to your honorable board, and through you to Congress, in the hope that such action will be taken as will supply our schools with the needed appointments without converting the children of our community into canvassing agents.

EXPENSES.

Receipts for 1889-'90 to July 1 were	$1,238.27
Expenditures	1,145.96
Balance	92.31

Items of expense:

Library rail	$50.00
Carpenter	20.00
Books	140.00
Gun cases	170.00
Library desk	15.00
Books	61.13
Typewriter	100.00
Printing	14.00
Piano and music	30.00
Dictionaries	19.00
Books	126.00
Office furniture	14.00

These items, amounting to $739.13, are deemed as in no sense expenses which should be met by the efforts of the teacher.

ENTERTAINMENTS.

December 12, 1889—An entertainment was given in the exhibition hall for the purpose of raising money with which to furnish the armory.

May 6—The School for Scandal was given for the benefit of the High School library.

May 16—An entertainment was given in the hall to provide for the necessities of the High School manual training and cooking schools.

May 21—An entertainment was given to raise funds for the library. On this evening Hubbard Smith's operetta, "A New Year's Reception," performed by members of the school, formed the chief part of the program. It was rendered well and received the hearty applause of all present.

A greater number of entertainments by which to raise money was given during 1889-'90 than in any previous year. Such entertainments are enjoyable, and have a good influence in popularizing the school and familiarizing the public with its needs, methods, and capacity; but they are of doubtful benefit when the loss of time and interference with important educational work is considered. Schemes for raising money should be made unnecessary by the special provision of funds requested.

GREEK AND FRENCH.

It is to be regretted that both Greek and French have been dropped from the curriculum; the cost of maintaining both is a mere trifle per pupil.

While the school is in no sense devoted to the work of preparation for college, the fact remains that a large number of graduates enter both classical and scientific schools, and are unable to fit themselves here as it it possible in high schools of an equal rank all over the country.—[Last report.

The new branch schools for the coming year will remove the most weighty argument against the reintroduction of these studies, crowded out a few years since by the unwieldy size of the school and the difficulties of providing for them without interference with more imperative studies.

LECTURES.

December 12, Prof. Edward M. Hartwell spoke to the public-school teachers of Washington on physical training. He talked of the beneficial results of physical culture not only on the body but on the mind. The physiology of exercise formed a large part of Professor Hartwell's discourse and the medical needs of exercise were clearly and conclusively shown.

February 7, Miss Alice Fletcher spoke to second and third pupils of the Indians.

February 28, Professor O. T. Mason addressed the pupils on the subject "Paris Exposition."

March 6, Dr. Scott, of Phillips Exeter Academy, lectured on Julius Cæsar to the teachers of Washington.

March 7, Professor J. W. Chickering gave the pupils an interesting talk on Alaska.

March 18, Prof. A. P. Montague lectured to second and third year pupils on the Golden Age, and the same day Señor Mauro Fernandez spoke to the first-year pupils on Central America.

In February and March a series of lectures was given by Dr. Wilhelm Bernhardt and Prof. Camille Fontaine. The course by Dr. Bernhardt formed a connected discussion of "Die amerikanische Litteratur vom Standpunkte der deutschen Kritik." Professor Fontaine in his French lectures presented phases of life in France with biographical, critical, and political comments.

A course to teachers was given in the exhibition hall during April and May. The subjects and lecturers were as follows:

Ancient and Modern Sculpture, by Dr. W. T. Harris, United States Commissioner of Education.

The Culture of the Sensibilities, by Hon. Thomas J. Morgan, United States Commissioner of Indian Affairs.

University Extension, by Dr. H. B. Adams.

Pestalozzi, the Apostle of Educational Reform, by James MacAlister.

A Want and How to Meet it, by Dr. L. R. Klemm.

Methods of Election in Pompeii, by Dr. J. C. Welling.

May 16 Mr. B. H. Warner spoke at the opening of school to the second and third year pupils, and gave a very interesting talk in regard to starting in business.

LIBRARY.

The removal of the library into new quarters marked the beginning of a year of unusual success. The pleasant room it occupies was completed December last, the old furniture replaced by six large and two small oak tables, fifty new chairs, a bookcase for the librarian's office, and a revolving case for reference books. The books which had been in storage during the previous summer were moved with little or no damage, and the library opened January 2. "Library instructions" followed, and pupils began at once to show their appreciation of privileges which had long been denied.

At the beginning of the year about $200 worth of new books were purchased with money taken from the contingent fund of the school; seventy-seven volumes were rebound.

An earnest effort has been made to establish a working library; a laboratory for both teachers and pupils. Books have been purchased directly with this end in view. The work of the various departments of the school is supplemented by the library in the field of historical literature, American and English biography, travel, science, politics, and general literature, while the amount of fiction owned and used by the school is compatively small. The books are admirably classified, and their use is without doubt of incalculable educational benefit. The years of successful use of this feature of the school have proved that a library is to be regarded not as a luxury, but as a vital necessity. To continue the growth and to replace the loss from ordinary wear and tear the very moderate sum of $500 is asked for in this report now for the third time. In response to this request the utmost liberality, in the two past years, could give us nothing at all for books and but a trifle for bookbinding.

This has resulted from the small size of the contingent fund and the countless demands upon it, and not from any lack of sympathy with this branch of school work.

The favor with which the library is regarded by both the superintendent and committee is well known, and it is indebted to both for much generosity. It is hoped that this statement will cause such a planning of the estimates that our needs may be met without cramping any portion of the school system.

RHETORICAL EXERCISES.

An interesting feature of the school was the rhetorical exercises which occurred at short intervals. They were looked forward to with great eagerness by the pupils, since they afforded a pleasant relief from the

routine of school work. The musical and literary talent of the school was given an opportunity to display itself, and scenes from the plays of Shakespeare, studied by the English classes, were sometimes represented.

December 23, exercises were held in the hall at which a varied and attractive programme was rendered by pupils of the school.

November 27, a musical program was given for an entertainment before the Thanksgiving holiday.

Other entertainments by the pupils were given January 24, March 14, May 15, and June 16.

SCHOLARSHIPS.

The college scholarships possessed by the school, some of which are allotted by competitive examination and others for superior rank throughout the course, were awarded as follows:

The Columbian University scholarship to Miss Annie L. Pierce, who obtained the highest percentage for the three years' course. This is the second time a young lady has received this distinction.

The National Medical scholarship to Mr. E. W. Reisinger, having the best record for the three years of those who desired the scholarship.

The Dickinson College scholarship to Mr. A. M. Ashley, as a result of a competitive examination.

It is to be regretted that the Cornell and Boston Universities have withdrawn their scholarships.

PAY OF TEACHERS.

The limitation to the appropriation bill (H. R. 3711) for the year 1890–'91, that "no increase in salaries paid to teachers in grades now receiving one thousand one hundred dollars or more, except in cases of promotion to fill vacancies occurring before or after the passage of this act * * * shall be made," is at present an obstacle to proper recognition of the value of teachers' services. This is true not only with regard to this school (where the average salary is $860) but also concerning the grammar grades, where proper supervision of eight and twelve room buildings demands a larger salary for retention of competent principals.

GRADUATION.

The graduation exercises were held in Lincoln Music Hall the evening of June 23. The hall was profusely decorated with bunting and flowers, the pupils, three hundred in number, seated on the stage in a raised semi-circle, while at the front were grouped the Commissioners, the speakers, and school officials.

The program follows:

Overture.....“Light Cavalry” .....Suppe.
Selection.....“The Gondoliers”.....Sullivan.
March .....“The High School” .....Sousa.

INVOCATION.

Rev. Dr. R. R. SHIPPEN.

Piccolo solo.....“Through the Air” .....Demare.

Mr. HENRY JAEGER.

INTRODUCTORY ADDRESS.

Hon. J. W. DOUGLASS,

President of the Board of Commissioners.

ORATION.

Mr. C. S. ALBERT.

Danse des Patineurs.....Glinka.

ADDRESS.

Hon. W. C. P. BRECKINRIDGE.

Cornet solo .....“Love's Old Sweet Song”.....Molloy.

Mr. WALTER F. SMITH.

ADDRESS.

Hon. J. W. ROSS.

Divertissement.....“Listen to My Tale of Woe” .....Smith.

ADDRESS TO GRADUATES.

Dr. TEUNIS HAMLIN.

Galop.....“Carillion” .....Kaschat.

CONCLUSION.

In conclusion I wish to express appreciation of the many kindnesses of the superintendent and members of the High and Normal School Committee, Mr. J. W. Ross, and Mr. R. H. Thayer, and to thank them for much assistance.

Very respectfully,

F. R. LANE,
Principal.

Mr. W. B. POWELL,
Superintendent of Public Schools.

NORMAL SCHOOL.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: I have the honor to submit to you the following report of the work of the Washington Normal School, for the year ending June 30, 1890:

GENERAL ORGANIZATION.

The general organization of the school remained the same as in preceding years, *i. e.*, the school consisted of two sections, one of which was located at the Franklin school, corner of Thirteenth and K streets, north-west, the other at the Webster school, corner of Tenth and H streets, northwest. The two sections were identical in purpose, in the number of teachers employed, the number of pupils and the number of grades taught in the practice schools.

PUPILS.

The forty pupils who received professional training were selected from the graduates of the Washington High School by a competitive examination. These successful candidates were divided into two equal classes, one comprising the Franklin, the other the Webster section. The school, however, was thus divided for special purposes only—those of instruction in methods, and practice of teaching and of observation and criticism in the practice schools. The two classes were united daily to receive professional instruction from the principal in the subjects comprising the curriculum of the Normal School, and in the theory of teaching.

In the selection of its pupils, in its organization, methods and professional character of its instruction; in the extent of its practice teaching, definite purpose, and influence upon the school system of the District, the Washington Normal occupies a unique position among the normal schools of the country.

It is believed that it more nearly resembles an ideal pedagogical institute than any other city normal school in the country.

It seems not out of place to say here that to you it owes its present character, its definite aims and purposes. Your conception of its proper function in a school system; your experience and complete knowledge of methods and details of instruction with your power to impart the same, have molded and directed it on every hand. It is but simple justice that your influence and labors be recognized before I report upon the work done.

GENERAL PLAN OF NORMAL CLASS WORK.

Since the pupils of the Normal School were graduates from the High School, academic instruction, *per se*, was reduced to a minimum. However, as the body of facts relating to any subject had been acquired by

these pupils, in the order of use and adaptability and the time required for this acquisition had covered the entire period of their school life. these facts were, for professional purposes, incoherent and scattered, It was therefore the first work of the principal to have these parts gathered into an organic whole. This was accomplished by a rapid development of each subject taught, discovering and impressing not only the essential parts of the subject, but also their logical or sequential relation. The pupil was thus led to take comprehensive views; he was led to see entireties, and to properly relate the parts of these entireties to one another as well as to the whole. This plan also furnished an opportunity for strengthening any weak points in the scholastic equipment of the pupil for professional work.

The laws of structure, which were also used as a standard for the critical observation of teaching, received special attention. Units of work were chosen, some comprising but a single lesson, some a series of lessons and some covering entire subjects. Each unit, whether large or small, was subjected to careful analysis. By close discrimination the essential and nonessential points of that unit were discovered. This power of selection, presenting, as it does, a subject in its true relation, was carefully cultivated as an essential to practical and economic teaching.

The proper balancing of the unit by which each point received its proportional share of consideration; the devotion to the subject in hand to the exclusion of all others; the presentation of all essential points with the order or method of this presentation covered the laws of selection, symmetry, unity, completeness, and method.

This, with a definite knowledge of the purpose of the work, gave the pupils a true standard of measurement and action, rendering them skillful and efficient as judges and executors.

WORK OF NORMAL CLASS IN THE PRACTICE SCHOOLS.

Four practice schools, embracing the first four grades of the school system, were attached to each section and taught by the pupils of the Normal School under the general supervision of the principal and the immediate direction of the teachers in charge of that section. These eight practice schools constituted a pedagogical laboratory in which the pupil-teacher, under direction and supervision, commenced the practice of teaching with the first day of school. This early practice was revised and improved in the light of daily experience and developed theories.

The pupil-teachers, from the beginning, were required to assume the responsibility of the work for the grades in which they were placed.

To each of the four grades of the practice schools were assigned two pupil-teachers for a term of about three weeks, one to act as principal, the other as assistant. To the principal belonged the work of teaching. The lessons to be taught were most carefully prepared under the

direction and with the assistance of the method and practice teachers in charge of the section.

In this preparation the pupil-teacher was led to consider the subject-matter of each lesson to be taught in its relation to the facts already taught or known; to divide it into its parts and to appreciate the relative importance of these parts; to decide upon a way to present the subject as well as one to impress and apply it. Some of the lessons thus prepared and taught in the practice schools were observed daily by the other members of the normal class who afterwards discussed the lesson, as a class exercise, following in the discussion and criticism the lines pursued by the pupil-teacher in preparation.

At the expiration of the time for which the principal was appointed, the school was examined and the pupil-teacher judged by what had really been done. The acting principal then returned to the normal class for further instruction in theory, while the assistant was promoted to the position of acting principal, and another pupil detailed from the normal class as assistant.

By this plan sixteen pupil-teachers were all the time putting into practice their theoretic instruction.

By a series of special lessons, however, a much larger number than this were daily employed in giving lessons.

This plan did not disturb the continuity of the work nor mar the ultimate advancement of the practice schools.

SPECIAL SUBJECTS STUDIED BY NORMAL CLASS.

LANGUAGE.

As language is a *sine qua non* in the acquisition of all formulated knowledge, this was the first subject presented to the pupil teachers as being most fundamental in its nature.

The definition of language, the theories as to its origin, the kinds, the divisions and subdivisions were first considered. The work then narrowed to a study of the English language, considered from the standpoint of its origin and history, an appreciation of which led to its proper relational adjustment to the more general analysis of the subject.

Whitney, Müller, Marsh, Roemer, Shepherd, and others were used as authorities on this part of the work.

This was followed by the study of English discourse, the forms which it assumes, its nature, and, lastly, the manner of treatment, under which head much thorough work was done in constructing English composition.

The simplest, most fundamental kind of discourse, description, was first reviewed by having many descriptions made, after which the nature of this kind of composition was determined by careful analysis and its medium, in the form of purely descriptive idioms, was discovered and applied.

Narration was treated similarly, after which the relation existing between the two kinds of composition was traced by the pupils.

Comparison and contrast received the same attention and was placed in its proper relation to description and narration.

The structural laws of discourse were studied and constantly applied in making all composition as well as in criticising the same.

Grammar was carefully reviewed, much stress being put upon the fact that the grammatical relations of English are determined by position and logic, whereas the relations of purely inflected tongues depend upon form. This greatly simplified and rationalized the study of the structure of the English language.

In the presentation great importance was attached to the dependence or sequential order of the facts presented. The lesson of each day was carefully related in time and sequence to that of the preceding day. This systematic consideration of language was completed by the construction of an outline which grouped in proper relations all the facts developed and studied by the class.

PSYCHOLOGY.

In the systematic study of the subject of language the pupil-teachers had been upon familiar ground, since they had only classified and arranged facts previously acquired. The next step was to select from the general outline of language the points to be taught in each grade, or, in other words, to construct a course of study.

Before this could be done, however, some knowledge of the minds upon which the facts were to be impressed must be obtained and used to guide the selection.

To meet this demand the study of psychology was introduced at this point and the effort made to present to the pupil-teacher the fundamental principles of practical psychology by means of natural channels.

From the beginning of the school year the pupil-teachers were required to study children along particular and specified lines. Any manifestation on the part of the child at his work or his play was noted, together with the causal conditions. The processes by which children gain knowledge—of a fact in number, a form in clay, a number or language relation, or a musical tone—were studied and recorded for future use.

This work gathered a quantity of unsystematized psychological material, which, by sifting and classification, was grouped under three heads, emotions, cognitions, and volitions, the nature and interdependence of which were carefully considered. Further study of the children, accompanied by analysis and classification of the results, determined the nature, the mode of action, and the development of the mental faculties.

The two channels through which all knowledge comes were discovered. The advantage of primary, or original, over secondary channels

of information in the acquisition of first knowledge gave the *raison d'etre* of object lessons. The power to relate and classify is a large part of education. An appreciation of this, together with a knowledge of the mental processes involved in classification, gave the advantage of the study of related objects over unrelated and incoherent work.

By this study of psychology the pupil-teachers were enabled to estimate the value of each subject under consideration—its value in relation to the child as well as its general educational value.

The pupil-teacher, thus equipped with a comprehensive, sequential knowledge of a subject, accompanied by a correspondingly thorough knowledge of the mental activities of the child, was prepared to construct a course of study or to properly appreciate the one already prescribed. After this study the pupil-teachers received instruction in methods of language from the method teachers.

READING.

This subject was introduced by the consideration of the question, "What is reading?" The answer led to the division of the subject into parts: learning to read and reading. In the first part the starting point was found to be the thought, the symbols of which were unknown and yet to be learned. In the second, the starting point was the symbols by means of which thought is deduced. The purpose of reading was next discussed, an understanding of which gave the power to rightly estimate the value of reading material as a means to a desired end. After the subject had been thus presented the symbols involved in reading were carefully reviewed, a general outline of the subject—reading—was then constructed, the psychological principles involved discovered, their application exemplified, and methods of teaching discussed and decided upon.

A like application of the principles of psychology followed the generalization of every subject, and preceded the construction of a course of study and methods in that subject.

NUMBER.

In this subject, the first points studied were the origin, definition, basis, and purpose of number. This led to the consideration of pure and applied mathematics, each of which was studied in the line of its purpose. Symbols of representation were reviewed; the fundamental operations were studied and grouped into combinations and separations, which were studied in relation.

This work was summarized and special outlines were made, to gather into related units the subdivisions of the subject.

GEOGRAPHY, HISTORY, PLANTS, ANIMALS.

Each of these subjects was studied with reference to the extent of its presentation in the practice schools.

Outlines corresponding to this work were formulated and their relations to the entire subjects established.

SUBJECTS TAUGHT BY SPECIAL TEACHERS.

The special subjects of drawing, music, physical culture, and sewing were presented to the normal class by the directors of these subjects in the Washington schools, as follows:

DRAWING.

Instruction in this subject was divided into two parts. The sketching of objects, with the development and application of underlying principles, was conducted by Mrs. S. E. Fuller. The divisions of the subject, as taught in the grades, were presented to the pupil-teachers by Miss Hilda North. Two and a half hours each week were given to drawing.

MUSIC.

Two hours each week were given to the pupil-teachers by Prof. E. H. Butterfield for instruction in the theory and art of music. This training was developed and applied by the pupil-teachers in their work.

PHYSICAL CULTURE.

Miss Rebecca Stonerode devoted one hour each week to the training of the pupil-teachers along the lines to be followed by the practice schools in this subject.

PENMANSHIP.

This subject was taught by the method-teachers of each section by instruction which emphasized a self-controlled, correct, and healthful position of body and head, accompanied by free-movement exercises of arm, hand, and fingers. These were given before letter forms were attempted. The system of Prof. H. C. Spencer was closely followed, and acknowledgment is here made to him for many valuable suggestions and directions.

SEWING.

Instruction in the cutting and making of garments, patching, and darning was given by Mrs. Weaver, and the pupil-teacher prepared to carry on this industrial training in their later teaching. One hour a week was given to sewing.

SUBJECTS TAUGHT IN THE PRACTICE SCHOOLS.

LANGUAGE.

In the early weeks of school facts already known to the children were used as a material with which to cultivate a definite purpose in work and methodical habits of thought. Beside the accomplishment of this purpose this plan secured a systematic arrangement in the child's

mind of the hitherto unrelated knowledge which he had gained in the experiences of his short life. By withholding new work for a time, and dealing with familiar points only, the child not only systematized what he already knew and learned to work toward a well-defined end in an orderly manner, but his natural spontaneity was preserved unchecked by making the change from home to school life gradual and easy.

The language work was a powerful instrument in the development of these qualities. The children were first led to see simple relations of familiar objects. Great care was taken to have this seeing definite, true, and complete. Only after this were the children allowed to attempt the expression of the thought which this kind of seeing had induced. Since the objects were familiar and the relations simple and obvious, the only care of the teacher in connection with the language was to supply the idioms necessary to express the true relations. In this work great care was taken to appreciate the essential parts of each little unit and to give to each its proportional share of attention, to hold to the subject under discussion, and to deal with all the points necessary to the completion of that subject.

The subjects of language embraced tableaux, pictures, lessons on the human body, animals, and plants. Language itself covered every subject. "Correct idiomatic English all the day long" was the aim, with gratifying results.

The subjects increased in difficulty with the advancing grades, but the manner of treating these remained the same.

PLANTS.

Perhaps no other subject used as a basis for language affords so excellent opportunity for many-sided culture as does the study of plants.

The children observed and described seeds, noticing the different parts, the relation of parts and the use of each. This was followed by seed planting, with a discovery of the external condition of growth. Daily observation on the part of the children supplied a knowledge of the development of the plant from the seed. Observations and experiences were embodied in simple, accurate language. Many of the plants of the vicinity were studied, a sufficient number being considered to afford bases for classifications, which were made. Herbariums were made by the children, who themselves did the pressing and mounting with a neatness and artistic sense which spoke forcibly for the manual and æsthetic culture of the work. The accuracy and skill displayed in coloring the plant drawings which they themselves had made indicated the possibilities of children in this direction possibilities which continued training of this kind in the public schools will raise to the dignity of great mental and moral power.

ANIMALS.

Into the practice schools familiar domestic animals were brought and studied with reference to general appearance: appearance, relations

and uses of parts; general habits and uses. Each of these was the type of a class of animals, several members of which were, in turn, studied and grouped around the representative one. Out of this study grew an increased power in accurate, related seeing, a knowledge of zoölogical facts, power to classify through discovered relations and correct, definite related language work.

NUMBER.

As in language, the work in number was based upon correct seeing. In this subject relations of numbers of things were to be seen. This correct seeing was followed by definite, correct statement of the causal relations and resultants.

The points emphasized throughout the grades were correct seeing, definite statements of conditions, correct processes of thought, clear analyses and rapid and accurate work. To secure this the work was concrete and practical, small numbers, whose relations could be seen and appreciated, being employed.

The language of number was carefully guarded against the errors with which it is so often crowded.

READING.

The teaching of reading was not commenced in the first grade till the expiration of ten weeks of school, the reasons for which have already been given. The work in language, physical culture and penmanship were preparing the way for this subject.

As a part of this preparation the language lessons were planned to employ the words of the First Reader in order that an oral review of the use of these words might be given before a recognition of their forms was attempted.

In the actual teaching of reading a simple object was presented to the child by means of which he was led to a single thought concerning that object, to which thought he gave oral expression. The written symbols of this oral expression were placed upon the board and the fact that these symbols represented the thought and the spoken word, taught by frequent and numerous repetitions. The new expressions were presented many times and in as many different relations to secure a thorough knowledge of the written symbols of thought.

To secure a distinct enunciation, correct pronunciation, and to give the child power to help himself to new word forms, phonics were taught. The sounds of the consonants were first given as being less variable phonetically than the vowel sounds which were taught later.

The spirit of reading was based upon an understanding of the thought; the machinery of it upon a knowledge of the symbols. The two combined produced the appreciation and expression which constitutes reading.

These parts—preparation for reading by language and other lessons,

thorough work producing skill in the ready recognition of symbols, phonics, and the methods by which expression was secured, enabled the pupils to accomplish more and better reading than in any previous school year.

These principles, so far as applicable, were carried out in the teaching of reading throughout the practice schools.

GEOGRAPHY.

In the presentation of geography we endeavored to be guided by the thought that only a few of the many geographical facts can come within the actual experience of the children; that for a knowledge of the great world and its interests they must depend upon secondary sources of information. With this in view, we based the home geography upon actual contact with home geographical facts and relations, since this basis of experience and sense perception gives standard by which to accurately appreciate and estimate the remote and unseen. To this end the children visited many points in the District. We dealt with general conditions and consequent results more than hitherto. Many details were subordinated or suppressed in the effort to lead to general interests.

A single outlook upon the school with its pupils, teachers, principal, supervising principals, superintendent, trustees, and commissioners, all well known to the children, led along a familiar path to a fundamental idea of government. The gentle slope outside the building paved the way for all the slopes and all the streams throughout the world. A visit to any store in the city, attended by observation of its wares, their sources, preparation and distribution, told the story of trade. The mail boxes, familiar postman, the telegraph, the telephone, started them well on the way to appreciate one of the most potent factors of civilization—means of communication. The phenomena of rain, hail, snow, etc., were no longer mysteries after the experimental lessons with the children on evaporation and condensation. In the next grade (the fourth) rock-making, rock-heaving, rock-wearing, soil-making, and the formations of the various physical features embraced within the scope of this year's work, were studied most intelligently and profitably by the children. These lessons were delightfully supplemented by the reading matter from various sources, by compositions from the children, and by hectographed sheets prepared by the pupil-teachers.

HISTORY.

This subject was presented to the fourth grades for the first time. It included a study of the Saxons; their early home; characteristics; mode of living; forms of government; migration to Britain, with the influences there of the natives, the Danes and the Norman-French; the development of larger and freer governmental forms, with the causes that led to the settlement of our country.

This work gave to American history its proper setting and furnished a rational basis for the study of the development of American government and institutions.

With your permission I devoted two hours per week for about three months to teaching history in a sixth grade with the hope that I might submit a serviceable report of this work to you. I have deferred the report until further consultation with you.

DRAWING.

This subject in its two parts, construction and representation, was carried on in all the grades. Forms in clay, splints, paper folding, cutting and pasting, together with daily position drills prepared the way for representation.

Color work was successfully inaugurated by means of which the children were enabled to color geometric and plant forms with accuracy and skill.

MUSIC.

Under the immediate direction of Miss A. E. Scammell, at the Franklin, and Miss L. R. Nowlin, at the Webster, the music of the practice schools was taught by the pupil-teachers. At specified times, observation and criticism of this work was conducted by Prof. F. H. Butterfield, director of music.

PHYSICAL CULTURE.

This subject, taught in all the grades, involved the cultivation of correct habits of sitting, rising, standing, and walking, together with correct habits of breathing and vocalization. The steady and persistent application of this instruction whenever an opportunity offered greatly facilitated the work and gave to it its point.

PENMANSHIP.

Complementing the work in physical culture was the penmanship. This was based upon the theory that a correct, healthful position and free movements are necessary preliminaries to the forms employed in writing and a preparation for these. Many of the movements employed in physical culture were used to secure these requisites to penmanship proper.

Several weeks were spent in acquiring position and movement before writing was attempted.

The results proved that the theory has a secure psychological basis. The suggestions and attention of Prof. H. C. Spencer were most valuable.

SEWING.

Sewing, to which an hour each week is given, was commenced in the third grade. The proper management of the tools employed in this occupation was taught, together with the stitches used in seam-making, hemming, and patching. Much eye and hand training, judgment and actual skill in sewing resulted from this industrial branch.

TEACHERS' MEETINGS.

Early in the year fortnightly meetings were held by the principal for the graduates of the preceding years. In these meetings conditions were considered, and ways and means, by which to best meet the conditions, were discussed. The meetings became less frequent as the year advanced.

At the kind invitation of the superintendent and supervising principals different members of the faculty visited many of these young teachers in their schools giving to them suggestions and help.

FACULTY MEETINGS.

The aim of the work of the year was to secure for the pupil-teachers the broadest and most thorough professional training compatible with the conditions and the time allotted to this work. As often as seemed practicable, meetings were held by the faculty for discussing outlines and methods of work and general measures for the progress and excellence of the school.

EXAMINATION.

At the close of the year an examination of the normal class was conducted by the superintendent. Contrary to the custom of former years no lessons were given in the practice schools as a part of this exercise. By direct questioning estimates of the thoroughness of the training in the science and art of teaching were obtained. Friends of the school from the city and various parts of the country were present.

COMMENCEMENT.

The commencement exercises were held in the normal class room at the Franklin building. Addresses were made Dr. W. T. Harris, Commissioner of Education, Dr. Mayo, Mr. Chas. H. Ham, of Chicago, Superintendent Powell, Mr. N. P. Gage, supervising principal of the second division, and Dr. F. R. Lane, principal of the High School.

The diplomas were conferred by Commissioner Douglass.

In conclusion permit me to tender to you, for myself and the other members of the normal faculty, our sincere thanks for your uniform consideration and kindness to us as teachers, and for your cooperation in all matters relating to the welfare of the Normal School. Your suggestions have been most helpful and your directions timely and wise. We take a pardonable pride in our school and the position it occupies in the school system. We realize the large measure due you for this position and any excellence the school possesses, as we beg to assure you of our hearty support and sympathy.

Very respectfully,

I. G. MYERS,
Principal.

Mr. W. B. POWELL,
Superintendent of Public Schools.

DRAWING.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: The following report on the subject of form study and drawing is respectfully submitted for your consideration:

Special attention was given during the past school year to the completion of the course in clay molding and to the introduction of a color course for the third and fourth grades.

In former years, clay molding as part of the regular program was discontinued at the end of the fourth year, although instruction was given and much excellent work was done in higher grades. It is now continued through the fifth, sixth, seventh, and eighth grades. In these grades the molding is done in connection with the study of decoration during the last three months of the school year.

The objects molded are leaves—principally ivy and magnolia, although many others are used; examples of Egyptian, Greek, Roman, Moorish, and Gothic ornament, and rosettes and simple bilaterals designed by the pupils. There is great need of a few casts in each school building, which the past year was supplied as far as possible by the distribution of specimens most of which were molded by pupils in the Normal School. This was but a temporary expedient.

In introducing the work in molding we have encountered many obstacles. The natural hesitation of the teachers to handle material, new to them; prejudice against its use because of its liability to soil the hands, desks, etc.; the difficulty of keeping a sufficient quantity of clay for upper-grade work in good condition, and the inadequate provision in our schoolrooms for storing and keeping in condition for use the necessary material. Time and the instruction and assistance given by the special teaching will remove the first obstacle; the second will vanish in the light of experience. The third obstacle would be easily removed if the clay in each building were in charge of some person who would keep it in proper condition for use. The quantity required for a lesson for 40 or 50 pupils in any grade above the third is too bulky for a teacher to manage.

Provision for the storage of the models that it is desirable to keep on hand is absolutely necessary.

It may be advisable to call the attention of the architects of school buildings to the change that has been going on in our systems of instruction. Abstract ideas do not require space, but when ideas are embodied in tangible constructions a great deal of room is required, as well as care.

Let there be either a general storeroom in each building, properly fitted for the purpose mentioned, or sufficient closet space provided in in each school-room.

COLOR.

A course in color was arranged for the third and fourth grades. Meetings were held at which instructions were given to enable the teachers of those grades to develop the course. The parts of the course considered obligatory is that which provides for the training of the color sense by the use of all available materials; the recognition of primary and secondary colors, with their hues, tints, and shades; observations of these colors and modifications in nature, especially in flowers, the sky, and the landscape, and the right use of terms.

This most important work was done with varied success. I can not say that I feel entirely satisfied with results, but it was the first attempt at methodical training of the color sense, and we hope to do better the coming year.

The use of water colors in giving expression to these color ideas was optional with the teachers, no provision for material being made except through the voluntary contribution of pupils. About twenty teachers succeeded in procuring the materials and gave the lessons as arranged for them. These attempts were very successful.

NORMAL SCHOOL.

There have been no changes in the instruction given in the Normal School except the addition of the color course. Miss North continued in charge of the course in teaching. I have no doubt that the future work of the class of 1889–'90 will bear tribute to its excellence, as did that of the past year to her former teaching.

TEACHERS' MEETINGS.

Thirty meetings were held during the session, devoted exclusively to the subject of drawing. Of these, 3 were general meetings for grades 3 and 4, the subject being color. There were also 9 division meetings for special instruction in giving lessons in color, 5 division meetings at which the subject was object drawing, 10 division meetings at which the subject was clay molding, 2 county meetings, and one fifth-grade meeting.

The subject of drawing was also presented in each of the 10 general grade meetings, held by the superintendent at the opening of the school year.

SUPERVISION.

The plan of supervision was continued without change. The increase in the number of schools both in the city and in the suburbs necessarily decreases the time given to each school, unless additional help is provided.

THE EXHIBIT.

The plan for the closing exhibit was the same as that of last year, except the requirement that the work of each school should be exhibited

in its own schoolroom. Cards of invitation to parents were sent out by each teacher. This exhibit was creditable to both teachers and pupils, being a fair and delightful expression of faithful teaching on the one hand and of responsive effort on the other.

The application of materials shown in designs made by pupils was especially creditable and interesting. There was a decided advance both in the arrangement of forms and in the combination of colors over the work of previous years.

The thorough incorporation of form study and drawing in the curriculum of the public schools of Washington is a matter for congratulation to all who realize the benefits that may be derived from the training involved in their pursuit. It is gratifying also to those who are endeavoring year by year to raise the standards and to improve the methods of instruction to see that so large a proportion of our intelligent teachers recognize the value of this study and its close connection with other subjects of instruction. It is to be regretted that some do not.

Our scheme of instruction enables every child attending school to share in these benefits. It is gratifying to know that the work it so faithfully carried out, and that the idea that drawing is of value only to those who have a special gift is dying out. Though not quite extinct, it does not exist in the minds of those who understand the true nature of the methods of teaching the subject now practiced in our schools.

The improvements made are but a part of the general educational advance characteristic of our time, the tendency of which is to train harmoniously the whole nature of the child and to admit the right of all to share in this training. That drawing has taken so prominent a part in this work is due, I think, to the peculiar character of the study which makes it capable of holding its place as a mediator, a connecting link between purely intellectual training on the one hand and manual training on the other, and to the further fact that it appeals more universally than any other one study to desires already existing in the nature of the child. He likes to learn by seeing and handling forms and likes to give some expression to his ideas concerning them. This delight in seeing, handling, doing, imitating, and imagining should be utilized for moral, intellectual, and manual training.

The desire to see truly and to express truthfully is first awakened. In the accomplishment of this, habits of exact observation are formed. In this training form study and drawing are preëminent, because they embrace a wider range of subjects than any other single study, dealing as they do with everything that has shape, and because the forms are studied for the purpose of making immediate use of the knowledge gained, which promptly reveals all imperfection of observation. Moreover the constant effort to see things in the relations, necessary to right expression, and the use of acquired conceptions as a basis for new combinations, give efficient training in many directions.

Now, to all these conceptions expression is to be given. They are to be molded in clay or constructed of other materials, or represented

by drawings. This involves manual training, *i. e.*, skill in the use of materials and tools, with all the exercise of patience, perseverance, and thoughtful care indispensable to intelligent manual labor.

Thus the mind is prepared to take a higher view of handwork; to recognize that it has a soul as well as a body.

I am aware that the primary reason for the introduction of drawing in the public schools is the absolute necessity of raising the standard of our industrial pursuits which can be done only by providing for the education of our workmen in a branch of study without a knowledge of which any high standard of industrial art is unattainable, and at the same time for providing such an education of the masses as will create a demand for more artistic work in the products of skilled labor. Surely this is a good and sufficient reason, and certainly results have shown the wisdom of the step taken; but aside from this, I think that the recognition of the study as an educational power insures its permanence as a part of the curriculum of the public schools.

It is because I feel strongly that our teachers should recognize this power that I have given so much space in this and former reports to this particular view of the subject.

Permit me in closing to express my appreciation of the helpful co-operation of supervising principals and teachers, and to gratefully acknowledge your unfailing kindness and consideration.

Very respectfully,

S. E. FULLER,
Directress of Drawing.

Mr. W. B. POWELL,
Superintendent of Public Schools.

MUSIC.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: The prevailing epidemic of last winter seriously interfered with our work in singing, causing a loss in many schools of several weeks instruction.

Notwithstanding the interference thus caused, we are pleased to be able to say that we have found the schools in excellent condition as the following statement shows:

Number of schools considered—	
Excellent	148
Good	166
Fair	65
Poor	25
Total number examined	404

Over half of the number marked excellent sang the sight test correctly the first time, the work of the others being so satisfactory through-

out that we consider them entitled to be ranked excellent. A more careful observance of the time would have increased this number considerably. The quality of tone is good in a large majority of the schools, and when they sing in two or three parts the voices are generally pretty well balanced. This is essential to good part-singing. We think the teachers deserve great credit for the excellent work they have done in music.

In the High School the work compares favorably with that of last year. The first-year class has had regular instruction since the first of January; this will tend to make the work of the advanced class better next year. A concert grand piano is very much needed in the High School hall.

It is desirable that the pupils of this school should have a new book. I recommended the one I think the best adapted to our needs to the principal, Dr. Lane.

I have been much pleased with the work done by the Normal School this year. The success of this work is due largely to the co-öperation of the principal, Mrs. Myers, and the valuable assistance rendered by the Misses Nowlin and Scammell, to whom I tender my sincere thanks.

In closing, I wish to thank you and the supervising principals for the valuable assistance rendered.

Very respectfully,

F. H. BUTTERFIELD,
Director of Music.

Mr. W. B. POWELL,
Superintendent of Public Schools.

PHYSICAL CULTURE.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: I submit herewith my report for the year ending June 30, 1890.

In introducing physical culture into the schools we have endeavored to carry out the idea expressed in the name "health exercises," and have made the preservation of health our chief aim; in pursuance of which the regular development of the body as a whole, and such control over muscle and movement as will enable children to make the best use of their bodies, have been sought.

In public school work a great difficulty to be overcome is the limited space of the school room. To select from the great field of physical culture work exercises that are at once helpful and that meet the wants and requirements of children, and at the same time such that can be performed in the narrow space between two desks, is no small task. To arrange a course of work which shall be based on physiological facts, with a reason for each exercise, which shall lead from the simple to the difficult, reaching every part of the body and developing each in turn,

which shall have modifications for all ages, being interesting to children at the same time, is an undertaking requiring the wisdom and experience of years to develop into a system.

The Germans and Swedes have led in the work, and have given us two systems, each having a national character. Each of these is excellent in many ways, but is lacking in various elements which seem essential to the broad physical culture of the great mass of public school children of our city.

It has seemed wise for us to unite the strength-giving qualities of the two systems, choosing the best exercises from each to be changed and modified according to the principles of grace laid down by the French teacher Delsarte, and to add such general exercises for æsthetic culture as shall refine the manners and create a love for the beautiful in form, voice, and motion.

Boys and girls are taught to stand well poised, to sit and rise with ease, to walk lightly and freely, and to move all parts of the body with ease and grace.

In a system of exercises for the school room, we can not hope for the muscular development acquired in a gymnasium. Enough regular, systematic, all over exercise can be given, however, to counteract the evil effects of long confinement in one position and to keep the body in good condition. A training which gives a child a good carriage, and a symmetrical development, which makes every muscle obedient to the will, and secures that elasticity necessary for gracefulness, will give a vigorous condition of the nervous system that is one of the chief objects of physical training.

The work of the year was begun by teaching a good standing position whereby the head is held erect and the chest raised, tending to elevate the vital organs to their proper height. The effect of this position upon character can hardly be overestimated when we consider that an attitude which expresses strength and courage tends to reproduce in the child, and make permanent these same qualities.

Deep breathing has been carried on daily during the school year. The importance of this has been impressed upon teachers and pupils. We have encouraged the abdominal breathing, believing that thereby the most thorough expansion of the lungs is secured, which is such an important factor of health.

As a preparation for gymnastic work, we attempt first to eradicate evil habits of body, inherited or acquired, by a series of relaxing exercises in which all unnecessary tension is taken out of each member, leaving it lifeless and in a condition to move freely and naturally. These relaxing exercises aid in doing away with that rigidity which comes from constant effort in our daily lives. Nerve force is conserved. Relaxation is rest, which should precede and follow all action.

Many stretching exercises are given to counteract the tendency in the schoolroom and elsewhere to use the flexor rather than the ex-

tensor muscles. Constant use of the flexor muscles in every day occupations gives rigidity to the muscles, and tends to narrow the chest, pushing the ribs downward, lessening the space within, and thereby impairing the free action of important organs. For this reason every muscle is stretched and in turn relaxed.

In selecting exercises we have had in view especially the muscles of the chest, waist, and back, thereby reaching the vital organs within, thus contributing to the stamina of brain and nerve.

The year's work has been most satisfactory. We believe a good basis has been laid for future efforts. That which has been attempted has been well done.

Much time has been spent in cultivating the habit of taking the best standing position; in breathing deeply without raising the shoulders; in rising and sitting with ease, and in taking exercises which lead up to a good carriage of the body in walking.

Simple exercises for the chest, trunk, head, arms, and legs have been given for developing both strength and grace. Graceful movements are seen and imitated by the children.

A mere beginning in vocal work was made by the practice of breathing exercises for the control of the outgoing breath and of exercises for the articulation of the vowel elements.

The teachers, almost without exception, have appreciated the value of the work, and have tried to secure the best results in their schoolrooms.

Each school was visited regularly once in four weeks by the special teacher of physical training assigned to it, and a lesson given to the class, in which a new exercise for each part of the body was taught. In each lesson sufficient work is given, with what has been taught in previous lessons, to keep the class busy for four weeks, occupying from ten to twenty minutes each day. At the beginning of each month a series of lessons is taught by the directress in the different grades, for the observation and instruction of the assistants, who carry on the work in a similar manner during the month in their respective buildings.

After an exercise has been taught, by first showing the exercise and then by direction until the pupils understand what is to be done, the teacher leads and the pupils follow by imitation. Thus observation and attention are cultivated without overstraining the mind. In so far as the pupils are able to understand, a reason is given for each exercise, so the children know for what they are working, thereby rendering more intelligent work.

The special teachers make a note of the progress made in each school, and meet once each week to submit a written report and discuss subjects pertaining to the work.

Necessarily the daily drills are conducted by the regular teachers who have received instruction sufficient for leading the work in their schools. During the present year the teachers have been obliged to

work from notes taken on lessons observed, and at teachers' meetings. Next year we propose to write and have printed the exercises given in the schools. In the future, as more difficult work is undertaken, we hope to have regular classes for the instruction of teachers, which will aid them in securing better results from their pupils.

Since December a class has been held in the normal school, in which the pupils of the normal class were given such instructions as will aid them as teachers in conducting intelligent work in their schools and will help to make them examples worthy the imitation of their pupils.

Owing to the many duties attending the introduction of health exercises, the county schools have not received the attention which it is hoped can be given to them in the future. Meetings were held at Mount Pleasant, Anacostia, and Bennings for the observation and instruction of the teachers in the vicinity of each place respectively.

I can not speak too highly of the excellence of the work done by the assistant teachers of physical training, Miss Coleman and Miss Squier, who have carried out the spirit of the work earnestly and faithfully, commanding the respect and liking of the teachers.

Much of the success of the undertaking has been due to the interest and hard work of the regular teachers, to whom it has been no small task to learn and teach something entirely new to many, and difficult for some.

My thanks are due to the supervising principals for many kind words, and to yourself, whose support has been most helpful.

Very respectfully,

REBECCA STONEROAD,
Directress of Physical Culture.

Mr. W. B. POWELL,
Superintendent of Public Schools.

SUPERINTENDENT COOK'S REPORT.

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SUPERINTENDENT COOK'S REPORT.

WASHINGTON, D. C., *November* 1, 1890.

GENTLEMEN: I present herewith a report of the colored schools of Washington and Georgetown, which embrace the seventh and eighth divisions of the public schools of the District of Columbia.

Herewith also find reports of the supervising principals, principal of the High School, principal of the Normal School, and those of directors of music, of drawing, and of manual training.

The whole number of pupils enrolled in these schools was 11,438. The entire enrollment was 268 greater than in the previous year. The average number of pupils enrolled was 9,289; and the average number of pupils in daily attendance, 8,766. In the former item there was an increase of 200 over that of the previous year, and in the latter an increase of 178. The percentage of attendance, based on the average enrollment, was 94.3.

These two divisions, embracing the entire colored school population of the District of Columbia, excepting that portion in the county outside the two cities, which is included in that of the first six divisions of the public schools, have a fraction more than 27 per cent. of the entire school population, white and colored, of the District of Columbia, according to the police census of 1888.

Allowing for yearly increase, it may be safe to say that the school population of these divisions at the beginning of the school year, was about 16,000. The whole number of pupils enrolled was 71 per cent. of the school population; and the average number 58 per cent. of it.

In the following tabulated statement, statistics showing both the classification of the pupils embraced in the whole enrollment, and the number in each class, with other information, are presented in fuller detail.

The whole number of pupils enrolled was 11,438. They were enrolled as follows:

Normal School	40
High School	345
Total	385
Grammar schools:	
Eighth grade	386
Seventh grade	577
Sixth grade	721
Fifth grade	1,300
Total	2,984

Primary schools:	
Fourth grade	1,002
Third grade	1,335
Second grade	2,137
First grade	3,595
Total	8,069
Grand total	11,438

The entire number of schools in these two divisions was 197. They were classified as follows:

Normal School	1
High School	1
Total	2
Grammar schools:	
Eighth grade	8
Seventh grade	11
Sixth grade	12
Fifth grade	20
Total	51
Primary schools:	
Fourth grade	22
Third grade	*29
Second grade	†41
First grade	†46
Total	138
Manual training schools:	
Carpentry	2
Metal	1
Cooking	3
Total	6
Grand total	197

The whole number of teachers employed was 216 of whom 196 were female and 20 male. They were employed in grades as follows:

Supervising principals	2
Normal School	5
High School	12
Grammar schools:	
Eighth grade	8
Seventh grade	11
Sixth grade	12
Fifth grade	20
Primary schools:	
Fourth grade	22
Third grade	28
Second grade	39
First grade	44

* One under instruction of assistant teacher in Normal School.

† Two under instruction of assistant teacher in Normal School.

Teachers of music	2
Teachers of drawing	1
Teachers of manual training:	
Carpentry	2
Metal	1
Cooking	3
Sewing	4
Total	216

SUPERVISION.

Superintendent	$2,250.00
Clerk	800.00
Supervising principals	4,000.00
Messenger	200.00
Total	7,250.00
Cost per pupil (estimated on the average enrollment, 9,289)	78
Normal School:	
Principal	1,500.00
One teacher	950.00
Three teachers	2,200.00
Total	4,650.00
Cost per pupil (estimated on the average enrollment, 39)	53.84
High School:	
Principal	1,800.00
Eleven teachers	10,010.00
Total	11,810.00
Cost per pupil (estimated on the average enrollment, 305)	38.72
Grammar schools (8 eighth, 11 seventh, 12 sixth, 20 fifth grade schools)	41,175.00
Cost per pupil (estimated on the average enrollment, 2,415)	17.04
Primary schools (22 fourth, 29 third, 41 second, 49 first grade schools)	*67,192.36
Cost per pupil (estimated on the average enrollment, 6,530)	9.89
Special teachers (2 music teachers, 1 drawing teacher)	3,100.00
Cost per pupil (estimated on the average enrollment, 9,289)	.33
Teachers of manual training (carpentry, 2; metal working, 1; cooking, 3; sewing, 4)	6,410.00
Cost per pupil (estimated on the whole enrollment, 3,581)	1.79
Average cost per pupil for tuition in all the schools (based on the average enrollment, 9,289)	14.89

There was an increased enrollment of pupils in the higher grades, not only when absolutely considered with respect to the enrollment in the past, but also relatively with respect to that in the lower grades. The relative increase of enrollment in the higher grades or classes is very gratifying in its suggestiveness of greater degree of permanency in school attendance, favored doubtlessly by the material growth of the homes represented, and by the higher plane of intelligence gained by the increasing age of the school system for better appreciation of the privileges the schools afford. The per cent. of the entire enroll-

* To be increased by the cost of teaching five practice schools, $2,550.00.

ment represented is as follows: First, 31.43; second, 18.68; third, 11.67; fourth, 8.76; fifth, 11.37; sixth, 6.30; seventh, 5.05; eighth, 3.37.

FLUCTUATIONS IN ATTENDANCE.

The fluctuations in attendance are considerable—sufficiently so as to invite attention. They are not peculiar to the last year, as they have prevailed, in a greater or less degree, during the former years of the schools.

Some idea of these changes may be gained from the following table, in which is shown the number of pupils on the rolls the last school-day of each month in the school year:

[Normal School not included in this table.]

Months.	Pupils on the roll the last day of each month			Average number to the teacher.			Average number on the roll each month.			Average number to the teacher.		
	1888–'89.	1889–'90.	Increase.	1888–'89.	1889–'90.	Decrease.	1888–'89.	1889–'90.	Increase.	1888–'89.	1889–'90.	Decrease.
September	9,714	9,812	98	53	49	3	9,271	9,113	.....	50	46	4
October	9,841	9,980	139	53	50	3	9,928	10,157	229	53	51	2
November	9,602	9,787	185	51	49	2	9,757	9,888	131	52	49	3
December	9,209	9,474	265	49	47	2	9,459	9,591	132	50	48	2
January	9,149	9,186	37	49	46	3	9,237	9,151	....	49	46	3
February	8,817	9,184	367	47	46	1	9,019	9,116	97	48	45	3
March	8,624	9,022	398	45	45	..	8,799	9,149	350	46	45	1
April	8,439	8,786	347	44	44	.....	8,546	8,983	437	45	45	.....
May	8,037	8,438	401	42	42	.....	8,202	8,592	390	43	43	.....
June	8,208	8,279	71	43	41	2	7,957	8,344	387	42	42	.....

From 9,980, which shows the largest enrollment in any month to June, which shows the least, the decrease of the number on the rolls was steady. The average decrease for the period was 189. The difference between the largest enrollment for any month and the least was 1,701. This difference represents a large body of pupils whose attendance was restricted to greater or less portions of the school year, by circumstances in life that will not permit them to remain in school during the entire school year.

These pupils, very largely, represent two classes, (1) those entering at the beginning of the school year and withdrawing before its close; (2) those entering at various stages of the school year, after it has begun and remaining till its close.

As a rule both classes of these pupils do satisfactorily the work of the portions of the grade they pass over. Not only the most of those who leave the schools before the close of the school year are, on re-entering at the beginning of the new year, required to pass again over the same portions of the grade, but also very many of those who were in the schools at the close of the year and who were promoted to the

next grade, when not able to return to the schools, before considerable advancement has been made in the new work.

Apart from the formation of habits inimical to true development, encouraged by retention upon work that has been well done, discouragement is favored, which, in many instances, results in permanent withdrawal from school, and at such period of life as should present most opportunity for school attainment.

It will scarcely be questioned that in the degree of the embrace of the individual will be found the degree of attainment of the end of the public school. There will, in my opinion, be nearer approach to individual wants if the time between classes or grades be shortened. If, for instance, the present classification, which is based upon the year, be based upon the half year, as once was the classification in the schools of these divisions, with the work for the grade correspondingly shortened, not only very many of the pupils above referred to would receive greater benefits from the schools, but others who, with regular attendance during the year, failing of grade requirement, would, in the shorter distance between classes, be afforded opportunity for better utilization of much of the time now lost in not being actually required for thorough work.

In the graded system there are asperities and inequities consequent upon the merging of the individual into the general or common interests; there should, however, be no want of effort to the extent permitted by the due conservation of the interests of the many to promote the interests of the individual.

The following shows the entire and the average enrollment of pupils and the number of pupils in daily attendance, each with per cent. of increase, and the percentage of attendance based on the average enrollment for the last ten years:

[Normal School not included in this table.]

Years	Whole number enrolled.	Per cent. of increase.	Average number enrolled.	Per cent. of increase.	Average daily attendance.	Per cent. of increase	Per cent. of attendance.
1880–'81	8,146	1.05	6,567	.....	6,342	.....	96.6
1881–'82	8,289	1.75	6,762	2.98	6,536	3.05	96.7
1882–'83	8,710	5.07	7,070	4.53	6,815	4.26	96.2
1883–'84	9,167	5.24	7,225	2.19	6,895	1.17	95.5
1884–'85	9,598	4.70	7,689	6.42	7,287	5.68	94.9
1885–'86	10,138	5.62	8,191	6.52	7,756	6.43	94.6
1886–'87	10,345	2.04	8,448	3.13	7,956	2.57	94.2
1887–'88	11,000	[illegible]	[illegible]	3.62	[illegible]	3.89	94.4
1888–'89	11,130	1.18	9,049	3.36	8,549	3.42	94.5
1889–'90	11,398	2.35	9,250	2.17	8,728	2.05	94.3

The growth of the schools is well indicated by the increase in the enrollment, as shown in the difference between that of the first and that of the last year of the period embraced. Its steadiness is seen in the annual per cent. of increase, which, though not uniform, is sufficiently marked to attest healthy growth. The average yearly per cent. for the period is 3.53.

ACCOMMODATION.

The accommodation in these two divisions was increased by the addition of two eight-room buildings—the Garrison in the seventh and the Ambush in the eighth division. The former is situated on Twelfth street, between R and S northwest; the latter is situated on L street, between Sixth and Seventh southwest. Both are healthfully located and conveniently for the school population. These two buildings removed the necessity for half-day sessions to several schools above the second grade. The Ambush also affords convenient accommodation to many pupils who live at points somewhat remote from the Randall and Anthony Bowen buildings.

The increase of school buildings in the last few years is highly gratifying, and though they are not yet in number sufficient to meet adequately the needs of the entire school population, they have added much to the character of the accommodation.

There are now in these two divisions of the public schools eighteen school buildings owned by the District of Columbia.

It goes without the saying that the wear and tear of these buildings, and the natural decay, particularly of those of earlier construction, must be great. Their maintenance in proper condition requires considerable expenditure, the wisdom of making which properly can not reasonably be questioned.

In my last report I called attention to the sanitary condition of many of these buildings, as follows:

> In a sanitary point of view many of the buildings of these divisions do not present conditions of most satisfactory character. There is, in plain words, much need of lime and paint, both internally and externally, and the former should be applied at least once a year. The accretions upon the walls and ceilings of a school-room from the exhalations of fifty pupils, more or less, for five days in the week and nearly forty weeks in the year, tax, in my opinion, quite severely all due considerations for health. If not in the accumulation of a year, certainly in the accumulations of years, pressing invitation is given to disease, both for its promotion and for its spread. In the consideration of the health of teacher and pupil the sanitary condition of the school-room can not be too zealously promoted and guarded.

These buildings provide 177 school-rooms, which may be divided into two general classes—good and bad, the good representing those in good and fair degree of adaptation to use, the bad those whose use should be discontinued from the large presence of conditions unfavorable to comfort and health. Of the former class there are 166; of the latter, 11.

To meet more pressing necessity for greater accommodation, I would recommend that an appropriation be requested sufficient for the locating of two eight-room buildings, one for the seventh and the other for the eighth division.

LIBRARIES.

As great and essential aids in amplifying and broadening the instruction imparted by teachers, reference books are much needed. To some extent teachers provide themselves with such books, but the

limited and, generally, too meager salaries prevent outlay sufficient to reap the advantages that a liberal and judicious expenditure will permit. In every school building such books should be placed as a necessary part of public school provision. With a fairly liberal amount at the first appropriation, through which to form a respectable nucleus in each school building, smaller annual appropriations could make it assume such proportions in the not distant future as will well serve the purposes of its creation.

In libraries of general reading matter, quite creditable beginnings have been made in most of the school buildings. These have been obtained wholly through the efforts of teachers and pupils with least loss of time and attention possible with the means employed to what is usually considered the legitimate school work. The means consisted of school concerts and other entertainments. The usual and, in my opinion, well-sustained objections to such digressions from legitimate work of the school-room are fully recognized. It is believed, however, that the ultimate good to be derived from a collection of well and carefully selected books will, through a taste cultivated for good reading, act immeasurably upon the well-being of the pupil through life. The number of books in these libraries was 3,017.

PHYSICAL CULTURE.

On account of a greater enrollment of the school population than was anticipated, which required for the regular service the two teacherships that were intended to be used in the promotion and furtherance of physical culture in the schools, no systematized and special effort was made in this direction. Although it can not be said that due appreciation of the importance of this subject has been shown through such organized effort as would promise the largest results, to some extent, and particularly in the schools of the lowest grades, it has for years received attention.

In a special effort to give to this subject that prominence in the schools its great importance suggests there is wisdom in the employment of special teachers, but, in my opinion, the sooner the feature of specialty be removed, through the training of the regular teacher for this work in line with what is now considered her work, the more surely will the best interests of both teacher and pupil be subserved. In recognizing the fact that the moral atmosphere of the school-room is so very dependent upon the personal character of the teacher it is but a slight step farther to see that that character is largely determined by her physical health.

The conviction, both on the part of teacher and pupil, that "health is the greatest of all temporal things," promises most, not only in the reach after the largest results in this instruction, but also in the reach after the best conditions for the success of the school-room. The intimate relation between body and mind, the mutual dependence of the

one upon the other, to insure greatest degree of capability, is now too generally recognized to invite question. In the light of this knowledge, physical culture becomes one of great importance, and the want of reasonable effort to promote it carries with it the want of duty to those whose interests the public schools should always seek to promote.

HIGH SCHOOL.

The whole number of pupils enrolled in this school was 345, of whom 123 were received by transfer from the eighth grade. This enrollment was 3.02 per cent of the entire enrollment in all schools.

The disadvantages arising from the want of suitable and reasonably accessible accommodation still exist, but with strong assurance of early removal in the occupancy of the new building now in process of erection.

The number of teachers employed in this school was twelve, or one more than in the previous year. The larger corps favors greater degree of specialty in studies taught than was formerly possible; permits more time in the recitation for thoroughness of drill, and for appeal to the reason and understanding, both upon the immediate matter of the subject and upon the collateral suggested by it.

This school is growing, not only in number, but in a condition to perform better and more useful work. In the practical importance of subjects taught and in the better and increasing provision for preparing pupils for business life there is recognition of the fact that practical usefulness is the great end of intellectual discipline.

The number of pupils that were graduated from the school in June was 41; of this number 37 were from the academic and 4 from the business course.

For a full and detailed statement of the work of the school during the year, I would respectfully refer you to the report of the principal of that school, which is herewith transmitted.

NIGHT SCHOOLS.

As in the previous year five night schools, each with a principal and three assistant teachers, were located at the Stevens, Garnet, John F. Cook, Lincoln, and Randall buildings—at points sufficiently apart to permit those living in the different sections of the city to share the provision to extent offered. Every seat was quickly taken and hundreds of applicants for admission were turned away on account of the inadequacy of the provision.

The whole number enrolled was 1,158; the average number enrolled, 744. The schools had three sessions per week, each session lasting two hours. They were opened November 20, 1889, and closed April 4, 1890.

Though in these schools there are some who in the past have received instruction more or less in the day schools, the majority are those whose

instruction has been restricted to these night schools. The instruction therefore, though given a practical bearing to extent possible, that it may serve in the ordinary avocations, has necessarily been for the most part of very elementary character. The progress of the former class through their annual return to these schools has about attained that point which requires more advanced instruction, and for this reason the location of at least one school of that character, to which these small classes in the several schools could be transferred, is desirable though, without an increased appropriation, not attainable, except by considerable lessening of the provision for the other class.

The means at hand do not permit attention to any of the pursuits of industrial character. As stated in my last report, sewing and cooking could be taught with great benefit, and the small outlay required in the instruction would be insignificant in comparison with the results that would follow in the homes represented.

As instancing the interest taken in these schools, I present the following extract from the report of Mr. James Storum, principal of the Randall night school:

> This year I enrolled eighty-six of last year's pupils, which argues conclusively that the night schools are highly appreciated by the people.
>
> I think the night schools are growing in efficiency and popularity, and are meeting a very great want.

The following table gives the entire enrollment, the average enrollment, the attendance, the number of teachers employed, and the cost for instruction:

Schools.	Whole enrollment.	Average enrollment.	Average nightly attendance.	Percentage of attendance.	Time.		Number of teachers employed.	Cost per night.	Entire cost for teaching.
					Number of nights.	Number of hours.			
Stevens	227	148	123	85.1	55	110	4	$8	$440
Garnet	224	129	107	82.7	55	110	4	8	440
John F. Cook	245	184	159	86.8	55	110	4	8	440
Lincoln	221	141	123	87.3	55	110	4	8	440
Randall	241	142	132	86.9	55	110	4	8	440
Total	1,158	744	644	.....	.....	.....	20	40	2,200

In a community in which the degree of illiteracy among the adult population is so large, and whose removal is so wholly dependent upon public provision, these schools, though doing good work, make but little headway among the masses on account of the meagerness of provision.

Since their success has been fully established they are no longer an experiment. They have reached that stage in which the means should be reasonably commensurate with the object to be attained. The en-

couragement to make ample provision has been strikingly set forth in the eagerness and enthusiasm with which the limited provision has been accepted, in the appreciation shown in the avidity with which the instruction has been received, and in that gratitude whose intensity springs from the consciousness of self-helplessness.

The good effect of these schools upon the day schools is already beginning to be felt. They could, if sufficient in number, be made great adjuncts to the efficiency of the day-school system. Through them the home is brought nearer to the school-room, which, in its morally and intellectually vivifying tendencies, will hasten the day when it will be possible to receive from the former that degree of intelligent coöperation, so very essential to the attainment of the best results possible from the school-room.

DISCIPLINE.

The statistics for the year show less resort to penal means in the enforcement of discipline than in the previous school year.

The cases of suspension were, 234; the cases of corporal punishment, 70. In each instance the number of pupils thus disciplined was less than the number of cases. The number of pupils dismissed from the schools was 5, but in no instance was the cause for dismissal sufficiently grave to favor exclusion beyond the limit of the school year.

The following table presents the cases of suspension, corporal punishment, dismissal, and tardiness in comparative view during the last ten years:

[Normal School not included in this table.]

Years.	Average number of pupils enrolled.	Corporal punishment.		Suspension.		Number of cases of dismissal.	Tardiness.	
		Number of cases.	Number of cases to every 100 pupils.	Number of cases.	Number of cases to every 100 pupils.		Number of cases.	Number of cases to every 100 pupils.
1880–'81	6,567	562	8	437	7	59	1,844	28
1881–'82	6,763	396	6	327	5	23	1,759	26
1882–'83	7,070	157	2	330	4	8	2,035	28
1883–'84	7,225	135	2	346	5	13	2,352	32
1884–'85	7,689	186	2	319	4	8	3,462	45
1885–'86	8,191	159	2	250	3	3	3,906	47
1886–'87	8,448	110	1	187	2	4	3,345	39
1887–'88	8,754	78	.....	226	2	9	3,720	42
1888–'89	9,049	94	1	267	2	8	3,868	43
1889–'90	9,250	70	.....	234	2	5	3,913	42

In nothing, perhaps, are the personal and moral characteristics of the teacher more strikingly exhibited than in the discipline of her school.

The school reflects the teacher; therefore that state of the school which is the result of agencies, spiritual and material, at work in the schoolroom varies as the personal and moral characteristics of the teacher who is instrumental in its attainment vary. As a rule it may be said the discipline is good.

COEDUCATION.

In my opinion a very material factor in the promotion and maintenance of good discipline in these schools is its system of coeducation of the sexes, which beginning with their establishment, has since uninterruptedly continued.

Not only in the advantages accruing to discipline, but in other respects essential to progress has the wisdom of this joint education of the sexes been shown. Healthy competition has been stimulated and keen, active thought awakened. To the rougher nature of the boy have been imparted tone and refining influences; to the gentler nature of the girl, strength and elasticity. The enrollment of boys is less than that of girls, being about 43 to 57. In the primary schools they are more nearly balanced than in the grammar—in the former the ratio being about 12 to 13, and in the latter about 17 to 33.

SCHOOL WORK.

The school work, though much interrupted during the year by the unusual degree of sickness, both among the teachers and the pupils, was generally indicative of continued growth. The improvement in results, in grades generally, is due very largely to the better training in the earlier years or grades, and to the growing preponderance, in all grades, of teachers specially trained for their work.

Though the training in all grades of school imposes great responsibility, that in the first year or years of school life, in its fearful grasp upon the future, carries with it immense responsibility. Its completeness is so very largely a revelation of the future, in its tendency, according to its character, to accelerate or retard the steps of the child in its higher reaches in subsequent school life, as to demand for it every possible condition for success.

The larger number of schools in these two divisions was of the first and second grade—both constituting 44 per cent. of all schools. The per cent. of the former was 23; that of the latter, 21. These two grades of schools embraced during the year 5,732 of the school enrollment.

The importance of the best provision possible cannot be overestimated, when the fearful responsibility of the right training of these numbers is considered. Mistakes here follow the pupil in his entire school course—more or less, through life. Thorough training here presents the best and surest foundation for thoroughness in subsequent school work. These first years in which the mind is especially ductile,

and the nervous and physical conditions of the child are most susceptible to impressions and formations, are preëminently those that require tact, skill, and experience.

The graduates of our normal school, who go forth to the teacherships of these grades of school with such equipment as is in the province of the normal school to give, do, under the circumstances, as well as can be expected. They, however, lack experience and many of the requisites which experience alone can insure. They are wanting, more or less, in that more pronounced personal and moral character, whose growth is conditioned by maturer years, and which, in itself, presents an embodiment of those virtues whose silent influences in the schoolroom contribute so largely to the proper bent of youthful character. If to the training the normal school gives there be added experience, judgment, due appreciation of responsibility, and other qualities not incident to youth, there will be given in the first steps of school life those conditions for rightly-directed activity, whose promise in after life will be great in its possibilities.

A great obstacle at present to the attainment of experience, and through it largely those other requisites for the most efficient training in these lowest grades, is the want of permanence in grade teaching This want is encouraged by the smaller salary given for service in these grades when considered with that paid for service in the grades above them. Through the new teacherships annually created and the vacancies occasionally occurring in the old, there is presented opportunity for advance to the higher grade, and through this promotion the attainment of the larger salary. The result is that the lowest grade schools are often deprived of an experience which, in the best conditions for the fulfilment of grade work, has become most desirable and valuable. They also lose, through the constant desire for and expectation of preferment, those advantages accruing from efforts for efficiency in grade work, that the knowledge of permanency would, if not insure, at least encourage. In view of the bearing of the training in the first stages of school-life upon the subsequent stages and upon life itself, too great effort can not be made to retain in them those who have shown special aptitude and fitness. Where service is most efficient, the compensation should be sufficient to attest appreciation.

TEXT-BOOKS.

Provision for the children of such persons as are in indigent circumstances is made.

The number of pupils who were provided with books was 1,623. It may, however, be safely stated, from observation made through the personal visits of the teachers, that the number for whom this provision was made by no means embraced all that might have availed themselves of it. It represents only 14 per cent. of the entire enrollment in the schools. As indicating a degree of material prosperity in the

homes represented in the schools, it would be very misleading, as there are causes that operate against the largest availment of it. These causes are to be found largely in the commendable aim to be self-reliant, but, perhaps, more largely in that infirmity of human nature which is prone, through false appearances, to conceal its necessities.

To the extent of the prevalence of these causes follow the want of that provision necessary to facilitate the work of the school, and, in its consequences, the serious involvement of general interests.

There seems but one way to remove these obstacles to timely and efficient instruction, and that is through the free provision of text-books for all pupils in the schools.

MANUAL TRAINING.

The work on the industrial lines is of continued encouraging and progressive character. The extension of this training was in the provision for greater numbers. A new cooking school was established, and the sewing was made to embrace the girls of the third-grade schools.

Recognizing the fact that training of this character is not intended to usurp the place of that general training which should be the foundation for all pursuits in life, interrogatories have been put from time to time as to its effect upon such training. The answers elicited have generally been encouraging and leading to the opinion that this instruction has been especially valuable in the maintenance of a healthy equilibrium between the mental and physical faculties.

Objections when made have, with but very rare exceptions, been reasonable and based not upon any doubt of the value of the instruction but upon the difficulty and, at times, want of such adjustment of the time allotted to it as will permit, with due consideration of all school interests, the best economy in the use of time. The difficulty results from the requirement of smaller class organization for the shop and the cooking school, which, in withdrawing pupils from the larger class of the regular school at the hour prescribed for instruction in some other subject interferes with the fullest enjoyment of it by every member of the class.

Results, though generally good, necessarily varied according to the degree of coöperation given to the special by the regular teacher. Faithful and intelligent instruction on the part of the former, and that coöperation which evinces full sympathy with the instruction on the part of the latter, are recognized factors of success.

In the department of sewing, which now begins with the third grade and ends with the sixth, the teaching force was too limited. The inadequacy imposed very great labor upon the corps for the attainment of the results that followed. The number of girls that enjoyed the advantages of this instruction was 2,495. The number of pieces made, which consisted of aprons, bags, bolstercases, underbodies, dust caps, infant dresses, nightgowns, handkerchiefs, boys' jackets, pillowcases,

shams, splashers, skirts, neckties, etc., was 9,196. In addition to this work 9,195 buttonholes were worked, 1,326 garments patched, and 369 pieces of work darned.

The following abstract taken from the report of Miss C. E. Syphax, one of the teachers in this department, to this office, and which gives in detail the work in each of the grades in which sewing is taught, is presented for further and more detailed information on this subject:

The work of the year has been very successful in every particular, especially that of third and sixth grade schools. More time and attention has been given to preparing the work, which has been done entirely by the pupils. Beginning with the third grades, the pupils basted their first piece of work, which was the work apron, turned and creased them and even basted on the bands—an improvement on fourth-grade work of last year. After the completion of the apron, they were confined to small garments, such as little underwaists, yoke aprons, neckties, collars, cuffs, and handkerchiefs. These garments cost but little to get up, and teach the child neatness and economy at the same time. One day in the month has been set aside for the making of buttonholes; also, each child has been kept supplied with a strip of calico that she might at odd times practice stitches and buttonholes, thus using all the time allowed for sewing. A great deal of the work has been illustrated on the blackboard with marked success, as the different stitches in sewing resemble the lines and angles in their drawing. The work of the fourth grade has been similar to that of the third grade and the amount completed nearly the same.

In the fifth grade patching has been introduced with success. A good portion of the time has been given it, and it was begun at the beginning of the school year to benefit pupils who would be compelled by circumstances to withdraw in the middle and end of the school term. After the patching, garment making was then taken up and new garments were introduced and made in preference to those that were made by the same pupils who were fourth-grade pupils of last year. The garments were also prepared by the pupil with but few exceptions, and these exceptions referred to pupils who were at times absent from school or lack of ability and tact to properly prepare their work. Concerning the patching, two kinds were taught—square and the circular patch. Each patch in all schools of both fifth and sixth grade was the same size. Unbleached cotton used as the foundation, red Turkey cotton was put on the material in order that the shape of the patch would be clearly defined to the pupil, and red sewing cotton used against the white material in order that the stitch would be more clearly brought out. The cost of the patch to the pupil was 1 cent.

The square and circular patch has been taught in the sixth grade, together with the tailor patch and darning. Stocking darning has been quite a feature of the year's work and quite successful. White darning cotton has exclusively been used against the colored stocking, in order that the stitch and shape of the darn would be properly brought out. Pupils, as many as possible, have cut their own garments in this grade. Their garments have been confined principally to underwaists and skirts. They were introduced as it was the last year in sewing for pupils in this grade. The underwaist gave the pupil an insight to an outside waist or basque, and the skirt or petticoat an insight to the foundation of an outside skirt, teaching the gores, different breadths, and how to properly baste a skirt. Diagrams of these garments have been drawn on the board and the pupils have been required to copy such in their note books. These books have been used by the pupils of fifth and sixth grades. They have been required to note down at different times important items and rules that have been put on the blackboard. The tape measure has also been introduced. Not so much quantity, but quality and thoroughness have been the chief aim. Now that the foundation has been laid, which has required two years, we can safely start next year with better work accomplished than this year. Patching will be introduced in the fourth grade, darning in the fifth, and cutting of garments in the sixth grade.

Through the graded system that I have worked by this year, we can expect better results from the next year's work. The necessity of each child in the third grade being supplied with a work apron, in order that the same kind of material shall be worked upon and each child have the advantage of having good material is apparent; also, that a sewing table be supplied in every building for the sewing teacher.

I would add and suggest that next year the greatest length of time be given to third grade schools as far as possible, as no future trouble is likely to arise when the foundation is properly laid.

TEACHERS.

The corps consisted of 216 teachers, of whom 196 were female and 20 were male.

The number of teachers in the corps who are graduates of normal schools is 142, which constitutes about 66 per cent. of it; and of this number of specially trained teachers 131 are the product of this system of schools. To faithful, long experience and specially trained service is due most largely whatever efficiency these schools have attained.

The number of days the teacher was absent was 1,096.5, or 431 days in excess of that of the previous school year. Some of this absence was due to the unusual sickness that prevailed. The growth of this serious drawback to most efficient service is, however, on the increase, and to extent sufficiently grave to invite careful consideration.

Good health is a prime requisite for good teaching, and not more in the opportunities offered in the regularity it permits, than in its large freedom from susceptibility to those states of mind whose reflex upon those who are being trained is more or less hurtful. Bad health, on the contrary, not only in the losses to efficient service, from the irregularity consequent upon it, but in the state of mind favorable to despondency and lack of interest, engendered in teacher and pupil, inclines to poor and indifferent teaching.

Due protection to the great interests involved in the irregularity this absence occasions, suggests that in the selection of teachers great stress should be placed upon physical qualifications. In the requisitions for teachership physical qualifications should be made to rank with the moral and the intellectual.

SCHOOL POPULATION AND CRIME.

Though each succeeding school year has shown numerically an increase in the enrollment of the school population, the per cent. of its enrollment in each year of the decade just ended has not materially differed. The increased provision as to accommodation has not affected the ratio, since a balance has been presented by the natural increase of the school population.

The entire enrollment during the last year shows that 11,438 of the school population enjoyed, more or less, the benefits of public provision. The difference between this enrollment and the estimated school population shows, however, that there were thousands of the population that received no public instruction, and from the known absence of nearly all means for private, no instruction whatever. The relations

that these thousands sustain to the well-being of this community, of which they form so very considerable a part, make their acceptance or nonacceptance of this free provision a matter of serious concern, since in its acceptance the welfare of society is advanced and in its non-acceptance retarded, if not imperiled.

The present want of provision equal to the accommodation of the entire school population, not only precludes definite knowledge as to the probable extent of voluntary availment, were accommodation supplied, but forestalls present serious consideration of means for compulsory attendance. There can be no question, however, as to the advisability of making ampler provision to the end that larger acceptance may be had.

Large indication of its need may be seen in the annual showing of arrests of youths in this community for various public offenses. It appears from the official report of the police department for the year ending June 30, 1889, that there were 6,693 arrests of youths. Of these arrests 4,188 were of colored youths—a very large number when compared with the whole number of youths of that class of the population. The offenses were principally of such character as the school-room, in its greater removal from opportunity, would have largely furnished a preventive. The number of arrests of this youth under the following: loud and boisterous, disorderly conduct, profanity, incorrigible, fugitives from parents, suspicion, vagrancy, affray, assault, assault and battery, United States witness, and violations of District of Columbia ordinances, was three-fourths of all arrests.

The same official report shows that of the entire arrests of youths, white and colored, 563 were of school children. It does not appear how many of these were of colored. The figures are accepted as useful in showing a greater degree of freedom from arrest among the youth who attend school. The per cent. of these arrests, based upon the whole number of arrests of youth, white and colored, was only 8.

It is but a reasonable inference that, as a rule, the first step to the causes leading to these arrests is idleness, and that in its continuance the step to the greater and more aggravated offenses, which the remaining cases of arrests embrace, becomes not only easier, but more and more probable. The school-room, to the extent it discourages idleness in the employment it affords, may contribute to the diminution of crime; but there must be recognized other and graver causes for it—causes that are wholly beyond its pale. After leaving it, conditions, imposed through inability to earn a livelihood, may force to the street, and thus very measurably shorten the distance to the prison.

The responsibility of the public school is recognized to the extent its training, within its possibilities, fails to produce rectitude of character. In the responsibility for the proper training of youth there must, however, be recognized other agencies than the school—home and society. The best conditions are promised, if not assured, in that interdependence among these three, in which each contributes its full quota to that sum

of essentials, out of which is evolved the best citizen. The home and the school may to the extent of their possibilities train to correct habits, but when their precincts have been passed and active life entered upon, opportunities for the application of their training must present the means through which those habits may be maintained, strengthened, and perfected.

There is to be found among this population much cause for crime in the lack of efficient home discipline, more in evil associations, and most in the want of opportunity for living and elevating employment. The first is largely an entailment from the past, in the denial of the home, and its opportunities for proper training; the second results largely from compulsory modes of living; and the last is largely due to a prevailing sentiment which debars from other than the most menial and least remunerative employment.

Moral bent finds not only direction but impetus in wholesome environments—both in unexceptionable personal example and in the beauty, purity, and fitness of material formation. The alley, with its sanitary disadvantages from location, and immoral tendencies from overcrowded and promiscuous living, must, in its conflict with requirements for proper conditions, inevitably contribute to crime.

Development, intellectual, moral, or physical, comes through opportunity for the exercise of the respective powers. The growth of the colored as that of other youth, is conditioned by this law. "We learn to do by doing," is as applicable to the moral as to the intellectual and material. The nature of the habit is implied in the act. To become idle implies opportunity to be idle; to become industrious, opportunity given to work; to become vicious, opportunity to be vile.

Idleness encourages vice. Idleness and vice beget crime. In no other union of agencies is greater capability for the manifestation of the worst phases of life.

Were it deemed necessary to the purpose, for which these figures have been used, to make comparison between the two classes of youth embraced in the police report, it would be simply to show that on one side much preventive of crime is to be found in the large existence of means through which bent is given to rectitude of character, and encouragement to their availment; and on the other, large absence of such means, and discouragement of effort to accept even to their meager extent. Or, in fewer words, to one class there is much opportunity for training of tendency to reduce crime to the minimum; and to the other, little or none.

Under these circumstances there can not in the statistics used be any significance of racial tendency. The tendency is evidently that of conditions, and of conditions so diverse as almost to present extremes.

In the employment of these figures, the aim has not been to institute comparison between the two classes of youth, but to show conditions that *per se* elevate, and conditions that *per se* degrade; and through such comparison to indicate the responsibility justly attaching to the

public school through not having made provision sufficient to remove to the extent of its embrace and possibility, opportunity favoring the unfavorable conditions.

The conditions favoring these statistics offer suggestions as to the proper character of training for this youth. They unmistakably indicate that it can not be too largely pursued on practical, industrial lines. In the large absence of the material, the hand guided by intelligent mind must point out the way to that state which will permit the surest foundation for the higher intellectual and other attainments.

The necessity for intellectual training higher than that which all should possess for the proper discharge of the ordinary duties of life will always be indicated by the conditions that demand it.

True growth and permanent rise, whether in relation to the individual or the collection of individuals, are governed by laws that have firm grasp upon the material not less than upon the intellectual. The greater extent and elevation of the latter will, in due time, come in the necessity for the means required to conserve the interests of the former.

Very respectfully,

G. F. T. COOK,
Superintendent.

The Board of Trustees of Public Schools.

STATISTICS.

TABLE I.—*Showing the number of half-day schools of each grade in the seventh and eighth divisions, and the buildings in which they are located.*

Schools.	First grade.	Second grade.	Th grade.	Total.
Magruder	3	3	.....	6
Miner	1	1	.....	2
Stevens	3	4	.....	7
Briggs	3	2	.....	5
Garnet	3	2	.....	5
Wormley	2	2	.....	4
Chamberlain	1	1	.....	2
Garrison	2	2	...	4
John F. Cook	2	2	.....	4
917 P street, n. w.	1	1	.....	2
Banneker	2	2	2	6
Miller	1	1	.....	2
Jones	4	2	2	8
Lincoln	4	3	1	8
Lovejoy	2	2	.....	4
Giddings	2	2	.....	4
Randall	3	1	.....	4
Anthony Bowen	2	3	.....	5
Bell	3	3	.....	6
Ambush	2	2	.....	4
Total	46	41	5	92

TABLE II.—*Showing the number of school buildings and school rooms occupied (owned and rented) in the seventh and eighth divisions for the last ten years.*

Years.	Buildings.			Rooms.			Years.	Buildings.			Rooms.		
	Owned.	Rented.	Total.	Owned	Rented.	Total.		Owned	Rented.	Total.	Owned.	Rented.	Total.
1880–'81	9	6	15	78	24	102	1885–'86	12	4	*16	114	17	131
1881–'82	9	3	12	87	19	106	1886–'87	11	4	15	112	17	129
1882–'83	9	3	12	87	19	106	1887–'88	13	9	22	129	28	157
1883–'84	10	2	12	95	15	110	1888–'89	13	8	21	129	27	156
1884–'85	10	2	12	95	15	110	1889–'90 ...	18	4	22	†156	‡21	177

* Building owned by first six divisions given up at end of the school year.
† Including two rooms for normal school.
‡ Including ten rooms for high school and seven rooms for manual training and cooking schools.
Number of grammar and primary schools, 189.

TABLE III.—*Showing whole grade enrollment of pupils by sexes in the seventh and eighth divisions for the school year ending June* 30, 1890.

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal School	6	34	40	.35
High School	64	281	345	3.02
Eighth grade	104	282	386	3.37
Seventh grade	178	399	577	5.05
Sixth grade	224	497	721	6.30
Fifth grade	512	788	1,300	11.37
Fourth grade	426	576	1,002	8.76
Third grade	610	725	1 335	11.67
Second grade	995	1,142	2,137	18.68
First grade	1,847	1,748	3,595	31.43
Total	4,966	6,472	11,438	100.00
SUMMARY.				
Normal and High Schools	70	315	385	3.37
Grammar schools	1,018	1,966	2,984	26.09
Primary schools	3,878	4,191	8,069	70.54
Total	4,966	6,472	11,438	100.00

TABLE IV.—*Showing whole number of pupils enrolled in the seventh and eighth divisions in each grade and per cent. of enrollment for the school years 1888–'89 and 1889–'90, with increase and decrease.*

Grade.	1888–'89.		1889–'90.			
	Whole enrollment.	Per cent.	Whole enrollment.	Per cent.	Increase.	Decrease.
Normal School	40	.36	40	.35	.....	.....
High School	416	3.72	345	3.02	.....	71
Eighth grade	260	2.41	386	3.37	117	.....
Seventh grade	314	2.81	577	5.05	263	.....
Sixth grade	629	5.63	721	6.30	92	.....
Fifth grade	799	7.15	1,300	11.37	601	.....
Fourth grade	1,000	8.95	1,002	8.76	2	.....
Third grade	1,446	12.95	1,335	11.67	.....	111
Second grade	2,007	17.97	2,137	18.68	130	.....
First grade	4,250	38.05	3,595	31.43	.....	655
Total	11,170	100.00	11,438	100.00	1,205	837
SUMMARY.						
Normal and High Schools	456	4.08	385	3.37	.....	71
Grammar schools	2,011	18.00	2,984	26.09	1,073	.....
Primary schools	8,703	77.92	8,069	70.54	132	766
Total	11,170	100.00	11,438	100.00	1,205	837

TABLE V.—*Showing attendance, etc.*

SEPTEMBER, 1889.

Grade.	Whole number enrolled.	Average number enrolled.	Average number in daily attendance.	Percentage of attendance.	Schools.	Teachers employed.	Cases of tardiness.	Cases of corporal punishment.	Pupils dismissed.	Pupils to the school based on— Whole enrollment.	Pupils to the school based on— Average enrollment.
Seventh division	4,255	3,748	3,682	98.2	*83	†79	25	.....	.....	51	45
Eighth division	5,485	5,044	4,951	98.1	105	†106	21	.....	.....	52	48
High School	332	321	314	98.0	1	11	1	.....	.....	.....	.....
Normal School	38	38	37	97.8	1	5	.....	.....	.....	.....	.....
Special teachers	.....	.....	.....	.....	.....	11	.....	.....	.....	.....	.....
Total	10,110	9,151	8,984	.....	190	212	47	.....	.....	.....	.....

OCTOBER 1889.

Seventh division	4,670	4,134	3,940	95.2	*83	†79	319	5	.....	56	50
Eighth division	5,829	5,695	5,444	95.6	106	†107	213	3	2	55	54
High School	341	328	314	95.6	1	12	28	.....	.....	.....	.....
Normal School	40	39	37	96.0	1	5	.....	.....	.....	.....	.....
Special teachers	.....	.....	.....	.....	.....	13	.....	.....	.....	.....	.....
Total	10,880	10,196	9,735	.....	191	216	560	8	2	.....	.....

* Including five practice schools. † Including one supervising principal.

TABLE V.—*Showing attendance, etc.*—Continued.

NOVEMBER, 1889.

Grade.	Whole number enrolled.	Average number enrolled.	Average number in daily attendance	Percentage of attendance.	Schools.	Teachers employed	Cases of tardiness.	Cases of corporal punishment.	Pupils dismissed.	Pupils to the school based on— Whole enrollment.	Pupils to the school based on— Average enrollment.
Seventh division	4,370	4,078	3,851	94.4	83	†79	330	4	2	53	49
Eighth division	5,631	5,488	5,211	94.0	106	†107	213	2	.....	53	52
High School	330	322	314	97.4	1	12	7	.....	.....	.....	.....
Normal School	40	40	39	97.3	1	5	.....	.....	.....	.....	.....
Special teachers	.....	.....	.....	.....	.....	13	.....	.....	.....	.....	.....
Total	10,371	9,928	9,415	.....	191	216	550	6	2	.....	.....

DECEMBER, 1889.

Grade.	Whole number enrolled.	Average number enrolled.	Average number in daily attendance	Percentage of attendance.	Schools.	Teachers employed	Cases of tardiness.	Cases of corporal punishment.	Pupils dismissed.	Pupils to the school based on— Whole enrollment.	Pupils to the school based on— Average enrollment.
Seventh division	4,193	3,961	3,736	94.3	*83	†79	256	2	1	51	48
Eighth division	5,475	5,320	5,031	94.5	106	†107	213	6	.....	52	50
High School	323	310	298	95.9	1	12	16	.....	.....	.....	.....
Normal School	40	39	38	98.2	1	5	.....	.....	.....	.....	.....
Special teachers	.....	.....	.....	.....	.....	13	.....	.....	.....	.....	.....
Total	10,031	9,630	9,103	.....	191	216	485	8	1	.....	.....

JANUARY, 1890.

Grade.	Whole number enrolled.	Average number enrolled.	Average number in daily attendance	Percentage of attendance.	Schools.	Teachers employed	Cases of tardiness.	Cases of corporal punishment.	Pupils dismissed.	Pupils to the school based on— Whole enrollment.	Pupils to the school based on— Average enrollment.
Seventh division	4,168	3,768	3,380	89.7	*83	†79	303	2	.....	50	45
Eighth division	5,418	5,082	4,592	93.6	106	†107	189	2	.....	51	48
High School	317	301	278	92.3	1	12	10	.....	.....	.....	.....
Normal School	40	40	37	93.1	1	5	.....	.....	.....	.....	.....
Special teachers	.....	.....	.....	.....	.....	13	.....	.....	.....	.....	.....
Total	9,943	9,191	8,287	.....	191	216	502	4	.....	.....	.....

FEBRUARY, 1890.

Grade.	Whole number enrolled.	Average number enrolled.	Average number in daily attendance	Percentage of attendance.	Schools.	Teachers employed	Cases of tardiness.	Cases of corporal punishment.	Pupils dismissed.	Pupils to the school based on— Whole enrollment.	Pupils to the school based on— Average enrollment.
Seventh division	3,981	3,662	3,448	95.1	*83	†79	243	10	.....	48	44
Eighth division	5,182	5,154	4,932	94.7	106	†107	200	8	.....	49	49
High School	304	300	290	96.6	1	12	11	.....	.....	.....	.....
Normal School	40	40	38	96.5	1	5	2	.....	.....	.....	.....
Special teachers	.....	.....	.....	.....	.....	13	.....	.....	.....	.....	.....
Total	9,507	9,156	8,708	.....	191	216	456	18	.....	.....	.....

MARCH, 1890.

Grade.	Whole number enrolled.	Average number enrolled.	Average number in daily attendance	Percentage of attendance.	Schools.	Teachers employed	Cases of tardiness.	Cases of corporal punishment.	Pupils dismissed.	Pupils to the school based on— Whole enrollment.	Pupils to the school based on— Average enrollment.
Seventh division	3,922	3,784	3,550	93.8	*83	†79	227	8	.....	47	46
Eighth division	5,158	5,066	4,791	94.4	106	†107	184	6	.....	49	48
High School	301	299	289	96.7	1	12	24	.....	.....	.....	.....
Normal School	40	39	37	95.4	1	5	.....	.....	.....	.....	.....
Special teachers	.....	.....	.....	.....	.....	13	.....	.....	.....	.....	.....
Total	9,421	9,188	8,667	.....	191	216	435	14	.....	.....	.....

* Including five practice schools. † Including one supervising principal.

TABLE V.—*Showing attendance, etc.*—Continued.

APRIL, 1890.

Grade.	Whole number enrolled.	Average number enrolled.	Average number in daily attendance.	Percentage of attendance.	Schools.	Teachers employed.	Cases of tardiness.	Cases of corporal punishment.	Pupils dismissed.	Pupils to the school based on— Whole enrollment.	Pupils to the school based on— Average enrollment.
Seventh division	3,[illegible]07	3,656	3,436	93.9	*83	†79	171	5	.....	46	44
Eighth division	5,054	5,031	4,738	94.1	106	†107	138	2	.....	48	47
High School	298	296	286	96.5	1	12	13	.....	.....	.....	.....
Normal School	40	40	39	97.9	1	5	.....	.....	.....	.....	.....
Special teachers	.....	.....	.....	.....	.....	13	.....	.....	.....	.....	.....
Total	9,199	9,023	8,499	.....	191	216	322	7	.....	.....	.....

*Including five practice schools. †Including one supervising principal.

MAY, 1890.

Seventh division	3,760	3,526	3,328	94.2	*83	†79	242	1	.....	45	42
Eighth division	4,894	4,777	4,509	94.8	106	†107	141	4	.....	46	45
High School	292	289	278	96.0	1	12	25	.....	.....	.....	.....
Normal School	40	39	38	95.7	1	5	.....	.....	.....	.....	.....
Special teachers	.....	.....	.....	.....	.....	13	.....	.....	.....	.....	.....
Total	8,986	8,631	8,153	.....	191	216	408	5	.....	.....	.....

JUNE, 1890.

Seventh division	3,446	3,401	3,273	96.2	*83	†79	102	.....	.....	42	41
Eighth division	4,697	4,658	4,504	96.6	106	†107	42	.....	.....	44	44
High School	288	285	279	98.0	1	12	6	.....	.....	.....	.....
Normal School	40	39	37	95.1	1	5	.....	.....	.....	.....	.....
Special teachers	.....	.....	.....	.....	.....	13	.....	.....	.....	.....	.....
Total	8,471	8,383	8,093	.....	191	216	150	.....	.....	.....	.....

TABLE VI.—*Showing attendance, etc., by months for the year.*

Year 1889-'90.	Whole number of pupils enrolled.	Average number of pupils enrolled.	Average number of pupils in daily attendance.	Percentage of attendance.	Teachers employed.	Cases of tardiness.	Cases of corporal punishment.	Pupils dismissed.
September	10,110	9,151	8,984	98.1	*212	47	.....	.....
October	10,880	10,196	9,735	95.5	*216	560	8	2
November	10,371	9,928	9,415	94.8	*216	550	6	2
December	10,031	9,630	9,103	94.5	*216	485	8	1
January	9,943	9,191	8,287	90.2	*216	502	4	.....
February	9,507	9,156	8,708	94.4	*216	456	18	.....
March	9,421	9,188	8,667	94.2	*216	435	14	.....
April	9,199	9,023	8,4[illegible]9	94.2	*216	322	7	.....
May	8,986	8,631	8,153	94.6	*216	408	5	.....
June	8,471	8,383	8,093	94.6	*216	150	.....	.....
Total	.....	.....	.....	.....	.....	3,915	70	5

* Including two supervising principals.

TABLE VII.—*Showing the absolute and relative growth of the High School of the seventh and eighth divisions for the last ten years.*

Years.	Number enrolled in all grades, excluding Normal School.	Number enrolled in the High School.	Per cent. of enrollment in High School on enrollment in all grades, excluding Normal School.	Teachers in all grades, excluding Normal School teachers.	Teachers in High School.	Per cent. of teachers in High School on number of teachers in all grades, excluding those in Normal School.	Number of graduates from High School.
1880–'81	8,146	75	.9	134	3	2.2	12
1881–'82	8,289	90	1.1	143	3	2.1	0
1882–'83	8,710	114	1.3	147	3	2	(*)
1883–'84	9,167	127	1.4	154	4	2.6	13
1884–'85	9,598	172	1.8	162	4	2.5	28
1885–'86	10,138	247	2.4	174	6	3.4	33
1886–'87	10,345	276	2.7	182	8	4.4	39
1887–'88	11,000	361	3.3	188	9	4.8	51
1888–'89	11,130	416	3.7	197	11	5.5	67
1889–'90	11,398	345	3	211	12	5.6	41

* No graduating class.

TABLE VIII.—*Showing the whole enrollment, by sexes, in the High School of the seventh and eighth divisions for the last ten years.*

Years.	Whole number of pupils enrolled.			Per cent. of pupils enrolled.	
	Boys.	Girls.	Total.	Boys.	Girls.
1880–'81	14	61	75	18.7	81.3
1881–'82	8	82	90	8.9	91.1
1882–'83	9	105	114	7.9	92.1
1883–'84	17	110	127	13.4	86.6
1884–'85	22	150	172	12.8	87.2
1885–'86	37	210	247	14.9	85.1
1886–'87	51	225	276	18.5	81.5
1887–'88	73	288	361	20.2	79.8
1888–'89	81	335	416	19.5	80.5
1889–'90	64	281	345	18.6	81.4

GENERAL STATISTICS.

Normal School.

Number of teachers trained	40
Average attendance	38
Number of teachers employed	5
Average salary	$930.00

High School.

Number of pupils enrolled	345
Average enrollment	305
Average attendance	293
Per cent. of attendance	96
Average number of tardinesses per month	14.1
Number of pupils dismissed	0
Number of teachers employed	12
Average salary paid	$984.16
Cost of tuition per pupil (estimated on the average enrollment)	$38.72

Grammar and primary schools.

Number of pupils enrolled	11 053
Average enrollment	8,945
Average attendance	8,435
Per cent. of attendance	94.2
Average number of tardinesses per month	377.2
Number of pupils dismissed	5
Number of cases of corporal punishment	70
Number of teachers employed	184
Average salary paid	$588.95
Average number of pupils to a teacher (estimated on average enrollment)	48.6
Cost of tuition per pupil (estimated on average enrollment)	$12.11
Number of pupils in all schools	11,138

Special teachers.

Drawing	1
Music	2
Average salary paid:	
Drawing	$1,200.00
Music	$950.00
Cost per pupil for special tuition (estimated on average enrollment)	$0.33

List of schoolhouses owned, with their respective locations, and with the number of rooms in each.

Division.	Name of building.	Location of building.	Number of rooms
7	Sumner	Seventeenth and M streets, northwest	10
7	Stevens	Twenty-first street, between K and L streets, northwest	15
7	Magruder	M street, between Sixteenth and Seventeenth streets, northwest.	8
7	Garnet	U street, between Vermont avenue and Tenth street, northwest.	12
7	Wormley	Prospect street, between Thirty-third and Thirty-fourth northwest.	8
7	Chamberlain	East street, Georgetown	[illegible]
7	Briggs	Twenty-second and E streets, northwest.	[illegible]
7	Garrison	Twelfth street, between R and S streets, northwest	[illegible]
8	John F. Cook	O street, between Fourth and Fifth streets, northwest	10
8	Banneker	Third street, between K and L streets, northwest	[illegible]
8	Lincoln	Second and C streets, southeast	11
8	Lovejoy	Twelfth and D streets, southeast	6
8	Randall	First and I streets, southwest	10
8	Anthony Bowen	Ninth and E streets, southwest	[illegible]
8	Giddings	G street, between Third and Fourth streets, southeast	[illegible]
8	Jones	First and L streets, northwest	[illegible]
8	Bell	First street, between B and C streets, southwest	[illegible]
8	Langston	L street, between Sixth and Seventh streets, southwest.	[illegible]

* Only two fit for use.

SEVENTH DIVISION.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: Pursuant to your request I beg leave to submit herewith a report of the schools of the seventh division for the year ending June 30, 1890.

NUMBER OF SCHOOLS.

The number of schools in the division was 83,* distributed in grades as follows:

First grade	18	Fifth grade	9
Second grade	17	Sixth grade	7
Third grade	12	Seventh grade	5
Fourth grade	11	Eighth grade	4

Five new schools were formed during the year, one of the second grade, two of the fourth grade, one of the sixth grade, and one of the eighth grade.

ATTENDANCE.

The whole number of pupils enrolled during the year was 4,751; increase over last year, 87. Average number of pupils enrolled was 3,793; percentage of attendance, 91; number of pupils punished corporally, 37; number of pupils suspended, 154; number dismissed, 3.

The attendance was very satisfactory and varied little from that of the preceding year, notwithstanding the severe epidemic of last winter.

The teachers have been zealous in their efforts to induce prompt and regular attendance.

DISCIPLINE.

The discipline improves with each succeeding year. The acknowledged foundation of discipline is authority; but, in school, authority, unless reënforced by a knowledge of children, careful observation, sound judgment, patience and deep sympathy, is but the shadow of power.

A parade of authority before children is an unfailing sign of weakness, which the pupils will be quick to perceive, and of which they will take every advantage.

The efficacy of authority depends on the method of its application. The teacher should study her own disposition and temper, and seek to make herself agreeable and lovable, remembering that her success as the instructor of each individual in her school is measured by her power to gain and retain the affection of each pupil. Self-examination, self-discipline, and self-government, will do more to secure success in

*Including the five practice schools.

discipline than any set of rules yet devised. The teachers are beginning to realize that love, sympathy, and patience, are potent factors in discipline, and hence they must employ human methods of control, founded on a knowledge of child nature. A large majority of the cases of suspension and of corporal punishment is confined to comparatively few teachers who have, as yet, failed to acquire that power of control upon which a good and profitable school is built and maintained. The elements of self-control in education is as much a moral element as it is an intellectual element. The teacher should keep this idea constantly before her and emphasize it in dealing with pupils.

The success of a teacher in matters pertaining to discipline depends largely on the prompt and cheerful coöperation of the parents. We have endeavored to impress this vital fact upon those parents with whom we have been called to consult.

We shall, with consent, next year call meetings of parents and discuss with them the importance of hearty coöperation with the teachers in dealing with their children.

The following table shows the condition of buildings:

Building.	Condition.	Light.	Ventilation.	Water closet.
Sumner	Fair	Poor	Fair	Poor.
Stevens	Poor	do	None	Do
Garnet	Good	Exce'lent	Good	Excellent.
Magruder	Excellent	do	Excellent	Do.
Wormley	do	do	do	Do.
Briggs	do	do	do	Do.
Garrison	do	do	do	Do.
Chamberlain *				

* This building is unfit for occupancy.

STUDIES.

Reading.—The results in reading are still very unsatisfactory, notwithstanding the fact that it has received more attention than any other subject, except that of language and composition. We labored earnestly during the entire year to improve the methods of teaching this subject in the grades above the first, where, strangely enough, the results were the least satisfactory. The teachers were indefatigable in their efforts to advance their pupils, but the success attained was not commensurate to their efforts. They have not until recently, I apprehend, realized that reading is not merely pronouncing words as they occur on the printed page, but it was rather the act of gathering thought from words. Words are vessels of thought and pupils should be taught to gather from them that which they contain and to express it properly with the voice. "What one does not comprehend well of that he can not talk well." Good reading renders the author's meaning clear, forcible, and expressive. The power to do this may be acquired by

very young children, provided they are well taught and made to understand the lessons to be read. The teachers in the grades above the third make the complaint that the readers are too difficult. The complaint, I feel, is just. Many of the selections are not suited to the age and attainment of the children who use them. The need of more and varied supplementary reading matter in all the grades is deeply felt.

It is gratifying to note here that the teachers and the pupils as well are thoroughly alive to the importance of this subject and give promise of better results another year.

Language.—The improvement made in the methods of teaching language was attested by the progress of the pupils. The teachers are thoroughly aroused to the transcendent importance of this difficult subject, and are exerting themselves as never before to train their pupils to habits of correct thought and of clear expression. With this end in view we have striven to direct the attention of pupils to such objects and subjects only as are suitable to their age and attainment. Constant vigilance and proper criticism on the part of the teachers and abundant practice by the pupils in expression will do much toward the accomplishment of the ends sought in teaching this subject.

It is with pleasure that I record here the fact that to Edward M. Syphax, a pupil of the sixth grade in the Sumner school, was awarded the gold medal offered by the Washington Post's Amateur Authors' Association for the best composition of his grade.

Spelling.—So much has been said of this subject, and so many methods of teaching it have been tried with so little success, that I shall dismiss it by simply calling your attention to the fact that for a number of years our schools have steadily retrograded in orthography.

Geography.—A few years ago methods of teaching this subject were extensively discussed and exemplified by model lessons in each grade; notwithstanding this, many of the teachers are now doing work, the character of which, from an educational view, is almost valueless.

Number.—Methods of teaching number have been devised, carefully considered, and placed in the hands of the teachers, consequently the results have been most excellent.

History.—In a few of our schools history has been well taught, in others it has been a mere narration of events in the order of their occurrence. Such a method has very little educational value, and for that reason it should be discontinued, and a more definite and profitable substitute agreed upon and given to the teachers as a guide. To teach history acceptably, the instructor must deal with the causes of events in connection with the events, and not alone with events and their chronology. The value of biography as a part of history is not appreciated by most teachers although it is that which gives life, sympathy, and definiteness to the subject. In studying each epoch of history the lives of the men who figured prominently during the epoch should be thoroughly studied and im-

pressed upon the mind of the student. In studying our own history the pupils should study the lives of such men as Columbus, Washington, and Jefferson, make an estimate of their character and of the influence of their acts upon the life and growth of the nation, and there will be awakened in them not only a taste for the study, but also a love and pride of country, a love for the great and good, which will stimulate and influence them in after life.

Physiology and Hygiene.—The advantages to be derived from a proper study of this branch are numerous and important. As taught in most schools, however, the subject is of little practical value. This fault is due more to the text-books than to the teachers. The text-books devote entirely too much space to physiology and too little to hygiene. Teachers feel that they must be governed by the text, hence they almost ignore hygiene, the branch which, in my judgment, should receive the greater attention and emphasis, especially in the lower grades of our schools. The laws of health should be classified and the importance of their observance dwelt upon, and as far as possible they should be exemplified in the school-room. The importance of proper light, heat, ventilation, cleanliness, erect position, proper clothing, and to some extent food, may be easily and fittingly illustrated in every school. It seems desirable that a book devoted more especially to hygiene should be adopted for the lower grades.

Penmanship.—In no other subject in the course of study have the teachers received so much assistance as in penmanship. Prof. Spencer has from time to time not only lectured to the teachers on how to teach writing, but he has prepared for them exercises in which they were most thoroughly drilled with the view of having them used in the school-room. These exercises have been used in every grade from the first through the eighth, yet we have to admit that notwithstanding the effort of the superintendent in getting Professor Spencer to give his course of admirable lectures, and notwithstanding the fact that the teachers have labored untiringly to carry out the directions of the professor, we are still very far from the point we had hoped to gain. From this the question naturally arises why, after such elaborate preparation on the part of the teachers the results still remain so unsatisfactory? To me the reason seems clear. The limited time which is devoted to penmanship technically is not sufficient, however well applied, to give that excellence which comes only from the combined effort of good method and its indispensable adjunct, long and patient practice.

Every written exercise should be made one of penmanship as well as one of language and orthography. Every exercise should be critically examined by the teacher with reference: (1) to its language; (2) to its orthography; (3) to its chirography. The teacher should see that every word, every letter, and every figure made by pupils conforms as nearly as possible to the standards in writing. To learn to do anything one must do it, and do it, and repeat the doing according to some established rule.

LIBRARIES.

The need of reference books as aids to both teachers and pupils is deeply felt. The importance of selecting good reading matter for pupils and inducing them to read it can not be overestimated. As educators, charged with the grave duty of educating the future men and women, we are responsible, in a large measure, for their character in after life. To meet the duty in part, we should endeavor to create in our pupils a taste for reading, with the hope of forming the habit of choosing good books. One who has selected for himself pure books has wisely surrounded himself with companions who will enlighten, elevate, and protect him. Good libraries, from which our pupils may draw, will serve as a wall of defense against the evils of street and poolroom amusements which lead to idleness, viciousness, and depravity. Aside from this, the reading of well-chosen books will not only inform and protect our children, but it will do more to increase their vocabulary, form a correct habit of expression both in speech and in composition, than any other agency we can employ. It is hoped that you will repeat this year the excellent remarks found in your last annual report on this subject.

NECROLOGY.

It is with deep regret that I record the death of three estimable teachers last year: Misses J. E. Thomas, Lydia C. Wilder, and Mrs. A. W. Myers, *nee* Ringgold.

Mrs. Myers had been an earnest, faithful teacher in the schools for nearly nineteen years. So great was her devotion to her work, that she continued in it long after she was too feeble to bear its burden. In spite of the advice of her physician and of the entreaties of friends she remained at her post until rapidly failing health brought her to the very brink of the river which now separates her from the living.

Misses Thomas and Wilder were both young teachers of great promise, but while the dew still lingered on the bed of life and before the flower had reached the fullness of its bloom they passed to the life beyond.

In closing this report, I desire to express my thanks to you and to Dr. Grimke, the trustee, for the consideration which you have shown me, and to commend to you the teachers of the seventh division for their zeal and for the faithful support which they have so cheerfully given me.

Very respectfully,

H. P. MONTGOMERY,
Supervising Principal.

Mr. G. F. T. COOK,
Superintendent of Public Schools.

EIGHTH DIVISION.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: Agreeable to your request, I respectfully submit the following résumé of the work of the schools of the eighth division for the session 1889–'90.

LANGUAGE AND GRAMMAR.

In no other subject has a greater revolution occurred than in that of language-teaching. There has been a general awakening, a veritable renaissance. The methods pursued are based on sound and reasonable principles. Instead of learning language as something for the schoolroom and recitation alone, pupils are made to see and understand that it is a valuable and potent factor in the development of thought and in the actual affairs of life. Appreciating its power and fully alive to the new spirit which actuates and permeates the profession to-day, the teachers have put their shoulders to the wheel intelligently and earnestly. From the very first moment of the child's entrance into school, an eye of vigilance is turned upon this subject. The task is herculean, because, even at this tender age, the evil influence of uncultured homes and the street is firmly entrenched. Correct seeing, hearing, and talking have been taught systematically. The commonest idioms of the language, as an indispensable aid to the expression of thought, were carefully, and, I think, successfully, taught by means of objects so placed that their relations could be easily seen, and then the proper idiomatic expression furnished. As soon as practicable the pencil was put into the pupil's hand and little sentences and compositions written. Some of this work was truely excellent, showing that we are on the right line

Grammar proper has not been neglected, but new ideas as to its place and power in a school curriculum have taken deep root in the minds of teachers. It has seemed to be an end in itself by reason of the fact so assiduously inculcated that it teaches to write and speak the language correctly. A moment's consideration will clearly and forcibly show that this study as ordinarily taught does not and can not teach the learner how to use his vernacular, even should he have sufficient memory to recall rapidly and vividly the multitudinous rules and exceptions with which the common text-books abound. No one, in reality, thinks of his grammar while speaking or writing. He speaks right on because he has formed the habit of so doing. Grammar does show when his expressions conform to the laws which govern the language. Hence, its technical and critical study and examination ought to be postponed until the pupil has thoroughly and indelibly fastened in his memory models of the best writers, the masters of the grammarians. Such specimens will serve as sure standards to guide in the choice and use of elegant and forceful language. This study of the foremost masters as to matter and manner will give a power and command of his maternal

tongue obtainable in no other way. With the light of these great minds illuminating his own, the learner can not drift beyond the bounds of propriety in using his own language. In the beginning the acquisition of language must, in accordance with the laws of nature, be by imitation. This should be intelligently done under the guidance of an instructor who sees the end from the outset and feels that the means employed will lead to the desired result. Originality and individuality of expression will come in the fullness of time, when the moorings of the pupil have been well secured.

Word-analysis is successfully employed in securing a fund of words with their meanings, beginning even in lower grades, by teaching the numerous prefixes and suffixes. The reading lesson has furnished an unparalleled means of applying such knowledge. By so doing the keys, so to speak, are placed into the hands of the scholar, enabling them to unlock the wealth of meaning bound up in everyday language.

Mention, in way of criticism, is often made of the inability of pupils to apply their knowledge of the language in the ordinary literary productions of the grammar and high schools, and teachers are too often excoriated for a state of things due almost wholly to the method of presenting the subject. This was, perchance, too true, but the trend of instruction at present will greatly ameliorate this condition. Our teachers wage a double warfare against the inherent inertia of the learner's intellect, and against the counteracting tendencies above named. They must clear away the débris of wrong habits and lay a new underpinning. Thus the learner advances by day and slips back by night, as did the frog in the well. Reformation is always harder than formation. Many a thing in the text-book, once looked upon as a sort of fetich, is being questioned. Teachers are throwing aside useless weights and nonessentials. Dearth of reading matter at home and lack of time and opportunity to reap the benefit from such a source are handicaps in the thorough mastery of language. But the school library, now found in almost every school building, plays an important part in the development of expression. The teachers appreciating the value of such helps are yearly putting forth earnest efforts to create and sustain a proper interest in the library, which is constantly replenished by proceeds from concerts, etc.

READING.

This subject is being better handled each year. To be heard, to be understood, and to be felt are the main points here, and teachers fully comprehend them, paying great attention to pronunciation, articulation and inflexion.

That words embody thoughts which should be grasped has caused a remarkable change in the ordinary reading recitation. Now the teacher stands as an interpreter between the book and the scholar, dissecting complex thoughts, and resolving them into their simplest elements by

judicious and proper questioning. The pupil thus is placed at the point where he can comprehend the ideas for himself and by himself. Every reading lesson adds to the mental possessions and enriches the vocabulary of the learner. Everything read, whether in the reader proper, arithmetic, geography, or what not, is read with care, thereby cultivating a correct habit of expressing thought from the printed page. Neither time nor money has been spared in furnishing supplementary reading matter.

SPELLING.

Not enough stress has been placed upon the little commonplace words which constitute so great and important a part of everyday speech. A long list learned as a spelling exercise merely has little utility; therefore, an attempt has been made to teach the spelling and use of words by employing them in sentences constructed by the pupils themselves. This gives with the spelling of the word an adequate idea of its force and value in the expression of thought. The grand result is accuracy and precision, potent elements in business and social matters. Progress here may be measured by long strides. The learner feels that his word-possessions are at hand at a moment's warning to assist him in life's contest. Dictation and copying as an excellent means of perfecting the scholar in spelling and punctuation have been encouraged in all grades.

COMPOSITION.

In my judgment progress in this line has not been satisfactory. In a word, there appears a lack of proper preparation, a want of form. Not enough time is spent upon structure and style. There is also a lack in developing outlines and abstracts to be used in composition work. Possibly the teachers do not all fully comprehend this work, and hence fail to accomplish best results. To logically and naturally develop a subject, keeping all parts in proper relation to each other calls for a knowledge and skill not vouchsafed to everyone who instructs youth.

NUMBER.

The presentation of this subject in the lower grades could not be better. Bigness of numbers used does not cloud the idea to be taught, and hence the learner grasps the principles. The number manuals clearly mark out the work, and are intelligent helps to teachers, showing when and how to instruct. Occasionally objects may be kept before pupils too long. A majority of the corps are sensible of the fact that the principles of a study are few, but their application infinite. So arithmetical puzzles and valueless things are being thrown aside and more time given to the essentials. They seem to be aware that the subject bears directly on the business of life, and that the best training and discipline are obtained while gathering useful information. Fractions, once so full of terror, are now so pleasantly and successfully taught,

even in lowest grades, that children delight to linger over them. Their heads are their own here, and in the ordinary operations slate and pencil are seldom used. The outcome of this method is mental grip, real training, and splendid discipline. A wealth of illustration hitherto unknown is at hand, and pupils express themselves clearly because they see clearly. Throughout the term, the interest was lively and sustained, showing that a subject, however dry and uninviting at first thought, under proper teaching may become the most fascinating.

The most gratifying and noteworthy fact is the definite knowledge of the processes and the careful and intelligent reasoning manifested in the solution of problems. The steps leading to the answer are noted with alacrity and stated with precision, preparatory to clothing them in mathematical language. This method has generated power, a real *vis viva* of the intellect, alike valuable in the domain of mathematics and in the intricate affairs of business and society.

HISTORY.

Not so much stress is placed upon unimportant dates and battles, but geography and biography are magnified. Lives of prominent personages are studied, the pupils following with keenest interest their careers. All historical knowledge is shown not to be found within the covers of a single text-book, and much collateral reading matter is brought from the homes. These side helps should be furnished by the school authorities that more uniformity may exist. Most of our children are unable to contribute any such assistance.

GEOGRAPHY.

With few exceptions this topic was very unsatisfactory. There seems to be an unrest, a wish to cut loose from old moorings, but how or where has not yet been determined. I notice in several instances product pictures, etc., which created an unbounded interest. One school of high grade accomplished much, and in an excellent manner. There is a disposition to neglect map-drawing because elaborate maps were not encouraged. Maps put on the board and developed as the subject expands are the most useful and have been recommended.

PHYSIOLOGY.

Hygiene has received the attention which its importance deserves. Anatomy and physiology receive only the attention necessary to an intellectual understanding of the hygiene. Perhaps the teaching as to alcohol was too sweeping, making it an unmixed and unmitigated evil, thereby inculcating an untruth which must eventually be revealed to the learner's mind. The presence of the magnificent physiological charts added new interest, and better results can be safely predicted.

PHYSICS.

Though one of the most useful and easily taught, physics was in most cases merely winked at. It deserves better treatment, and I trust such it will receive next year.

PENMANSHIP.

Results were not as gratifying as could be desired. There was seen more freedom of movement, but less beauty of form. Possibly the change from the side to the front position might have had something to do with the unfavorable showing. More time and practice given to a copy until it is pretty nigh perfectly written would put in possession of a pupil a power and skill far beyond the ordinary. Whatever is worth writing at all is worth being written well, but I am sorry to say that pupils are too frequently turned loose when not engaged specifically upon penmanship, and their handwriting upon these occasions would make Professor Spencer stare.

DISCIPLINE.

Search the records of the past and one of the most pleasing revelations will be the improvement in discipline as evidenced by the decrease in corporals and suspensions. The legitimate inference is, better teaching and better methods of dealing with wayward children. Indeed, sir, we hesitate to cast forth into the street a pupil, well knowing that he must quickly degenerate into a hardened criminal. I have thought that possibly a school could be selected where these incorrigible pupils could be sent, and, under the stern discipline of a strong man, saved to themselves and the community. Parents have generally willingly responded to calls for coöperation. The frequency with which parents were summoned to the school-room at times appeared almost an evil. Some teachers send pupils home too often, thus bringing the schools into bad repute in the community.

TEACHERS.

I have only words of commendation for that body of teachers who have labored with me during the year. Their uniform kindness and courtesy, their willingness to act on suggestions from me, and their eagerness to discharge faithfully their duty, have rendered our relations most pleasing and agreeable. Our corps of teachers has not escaped the shafts of death, for one just entering upon her second year's service has passed from labor to rest, Miss Ida C. Winslow, full of love and enthusiasm for her chosen calling, had scarcely resumed work, when she fell by the wayside. During the session she spent in the schools she gave evidences of becoming a very successful teacher by a happy and joyous disposition combined with a smile that lighted up the school-room.

Permit me to thank Mr. L. A. Cornish, the trustee, for the support and assistance which he has so cheerfully given, and, you, sir, for that official courtesy which you know so well how to show to those associated with you.

Very respectfully,

W. S. MONTGOMERY,
Supervising Principal.

Mr. G. F. T. COOK,
Superintendent of Public Schools.

HIGH SCHOOL.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: I have the honor to submit herewith my annual report for the year ending June 30, 1890.

The whole number of pupils enrolled in this school during the year was 345. The average number enrolled was 305, and the average number in daily attendance was 293. The percentage of attendance was 96. There were 12 teachers, including the principal.

BUILDING ACCOMMODATIONS.

We regret that we shall have to continue another year in this, the Miner building, which is unsuited for the purposes of a high school, and which, therefore, prevents the development of the school in several much needed directions. The building is also entirely too small. This regret is tempered, however, by the fact that Congress has made a liberal appropriation for the erection of a suitable building with all modern conveniences and improvements, and which, we hope, will be finished and occupied before the close of the next school year, June, 1891.

INSTRUCTION.

Two courses of study have been pursued in this school during the year just closed. Although three courses have been provided, we have had applicants for two only, the academic course and the business course, the former requiring three, and the latter two years for its completion.

We shall state the nature and extent of the work performed in each of the subjects in these respective courses.

ACADEMIC COURSE.

English.—This subject is studied during the entire three years of the course.

In the first year the pupils use Chittenden's Composition as a textbook, supplemented by reading authors from the classic series. The

teachers of English in this, the first year, report a decided improvement in the pupils promoted to the high school by the teachers of the eighth grade schools over those of last year, and assign the following reason:

We attribute the ability of the pupils to do better work to the successful efforts made by the eighth-grade teachers to persuade their pupils to read more and to select better books.

The second-year classes studied English during the entire year. They were occupied, as the teacher reports, almost exclusively during the first and about one-half of the second quarter with rhetoric proper.

They studied figures of speech, variety of arrangement, and special attention was given to composition and writing. A topic would be put on the board, paper placed before them, and without any previous notice, the pupils would be required to write. In the remaining time they were occupied with American literature. They have read selections from Irving and Longfellow, especially the long poems of Longfellow—Evangeline and The Courtship of Miles Standish. We had two written reviews, also several essays on these subjects.

The third-year class had a brief outline of the history of English literature from the earliest period to the time of Shakespeare, read two of his plays—The Merchant of Venice and Hamlet. They were required to write essays and criticisms on both of the plays, and were subjected to written reviews on the same.

From time to time they were required to write on other topics connected with the subject of English literature, for instance, Wicklyffe and his Bible, Life in the Fourteenth Century, Chaucer and His Times, were some of the subjects suggested and written upon.

We consider this the most important subject taught in the High School, if any comparison may be made; for, while it is desirable that the pupils may be as proficient as possible in classics and mathematics and the other subjects taught, it is justly expected that they should be able to speak, read, and write English correctly.

This subject should therefore be taught oftener throughout the entire period of both courses.

Latin.—In the first-year class the introduction of Collar and Daniels Beginner's Latin Book has been a decided improvement. The teacher of this subject in this year reports: "It is admirably adapted to the work, both because of its synthetic arrangement and thoroughness." The pupils of the first year completed this book, and read twelve chapters in the second book of Cæsar. Special attention was given to noun and verb forms and Latin composition.

The second-year class read during the year three books of Cæsar and the first oration against Catiline. They had a general review of the noun and verb forms, paid special attention to the subjunctive mood, the gerund and gerundive construction, and the periphrastic forms in general; and also had weekly exercises in Latin composition.

The third year class finished the first book of Virgil's Æneid, begun the year before, and read the second and third books of the same. They also read Cicero's Defense of Roscius, his first oration against Catiline, and his Citizenship of Archias.

Mathematics.—By an awkward omission, which I presume is a typographical error, in last year's report, I am made to say that the work in algebra "has been as satisfactory as could be desired." I think I said, or certainly intended to say, "has not been, etc."

I have to make the same report this year. The pupils come to this school at different stages of advancement from the various schools of the eighth grade, and the whole of our first quarter is spent in equalizing them. It is then impossible to cover the ground required in the course with thoroughness. As a consequence more pupils have failed hitherto to be promoted to the second year on account of their defects in this study than in any other; and now, since the adoption of an individual average by us, still more will fail. As a remedy for this evil, I shall repeat my recommendation of last year:

I would respectfully suggest that the course in this subject in this school be somewhat shortened, and that the pupils do not begin algebra until they come to the High School, devoting the time in the eighth grade hitherto given to Algebra to Arithmetic, which, from our experience with them here in that study, they could do with profit, and facilitate their progress in algebra.

The teacher of this subject thus reports upon her method:

In the statement and solution of problems particularly, encouragement has been given to those who devise methods of their own in the application and combination of principles rather than to those who would confine themselves to a few models given in the text-book. Thus the attempt has been made to impress pupils with the fact that the true benefit from this or any other study can be seen only as they are stimulated to think for themselves instead of relying upon rules and models.

Geometry.—In Geometry the work in the second year has not been as satisfactory as desired, owing to the changes of teachers. The teacher of this subject reports:

As a whole, the sections worked as if the work was a pleasure. This interest in the study I attribute in part to the drawing, for the figures were unusually well constructed; in part, to the emulous striving after good recitation marks. Yet the work of this year was so broken into by change of teachers that even to cover plane geometry necessitated rather rapid strides. The extra work in solid geometry was omitted altogether, and spare time taken up in working out exercises bearing on the work we had been over.

A class composed of third-year pupils was formed in solid geometry and Trigonometry, and commendable progress made.

History.—This subject is studied the whole of the first year and one-half of the second. In the first year the history of Egypt, Greece, and Rome is taught, and in the second year the history of England. The teacher of this subject reports:

The work accomplished by the pupils of the first-year classes in history was more satisfactory than that of any previous year. The topics assigned were more fully discussed, and an unusual interest manifested in tracing the results of the events of Grecian and Roman history to modern times. Close attention was given to the geography of the country.

The work of the second-year classes in history was unsatisfactory. The history of this year was made elective with four compulsory studies, and while we had a bright and energetic class, yet many of the pupils who most needed the instruction, and de-

sired it, deemed it wise not to take more than the four studies required. Modern history is necessary to the study of English literature, and I would suggest that history and literature alternate through the second year.

Through the kindness of the classes in physics we hope, the coming year, to throw the historic scenes upon the canvas and so increase the interest in the study.

I heartily indorse all that is said in behalf of the further study of history in the second year.

Physics.—We have formed a class in advanced physics from the pupils of the third year, for the first time in this school. The pupils have devoted their time largely to practical experiments, and the successful exhibition of their work in electro-plating, photography, and the application of electricity has demonstrated its importance and the necessity for further development.

In the second-year classes the course pursued in this subject is that laid down in the text-book used in the class, Gage's. The various subjects taught are illustrated by experiment performed in the laboratory by the pupils. The pupils are also required to make instruments illustrative of the different subjects taught, and they have made a good degree of proficiency when we consider the disadvantages under which they labor.

I have only to repeat, in connection with this subject, what I said in my report of last year:

It is hoped that a specified sum will be appropriated hereafter for the benefit of this department sufficiently large to purchase all the apparatus and material necessary to equip it thoroughly for the important work to be performed.

German.—The study of German is limited to one year's work in the third year.

The natural method is used in teaching. German is spoken in the class room as a rule, and the grammar of the language is taught to a considerable extent, although no text-book is used. Pupils are also practiced in reading and writing German, the text-books used being Stern's Studien und Plaudereien, volume 1 of Bernhardt's Deutsches Sprach und Lesebuch. Supplementary work was done in the reproduction of short stories and fables, and a word-chain method was used to increase the vocabulary.

The teacher, in addition to the above extract from his report, states: "The progress made by this year's class was excellent, the pupils manifesting great interest in the work, which they did faithfully."

Natural sciences.—All the pupils of the first year have received lectures once a week in physiology and physical geography. They were required to take notes of the lectures in a neat and careful manner, and then note books were examined and marked accordingly.

BUSINESS COURSE.

The pupils of the first year's business course pursued the same studies as those of the academic course, with the single exception that they took arithmetic and bookkeeping instead of Latin. Arithmetic was pursued the first half of the school year, and bookkeeping, single entry, the last half.

The pupils of the second year in this course studied the same subject as those of the second year in the academic course, with the exception of Latin and geometry, for which arithmetic, bookkeeping, double entry, and commercial law were substituted.

The pupils in bookkeeping in both years wrote out several full sets in single and double entry, and several parts of sets in each. They were practiced thoroughly until they fully understood the principles of the science and the methods of applying them successfully. Special attention was given to neatness, accuracy, and rapidity.

I must again call your attention to the incompleteness of this course. In my report of last year, I urged the teaching of stenography and typewriting as essential to a complete business course.

I would earnestly ask permission of the trustees, with your approval, to teach those subjects the coming year. The practical value of these accomplishments is so manifest that it needs no argument, and as three-fourths, if not more, of our pupils are of that class that are compelled to apply their education to obtaining a livelihood, we accomplish a double purpose in giving an education that will not only develop their faculties but also procure a support.

CHEMISTRY.

It is very desirable that the pupils of this school should have an opportunity of studying chemistry. At present we have no laboratory. We hope that this defect will be remedied in the new building, and that a teacher specially qualified to teach this subject will be appointed.

DRAWING.

The drawing classes consist of regular and special classes. The regular classes comprise all the pupils in the school, and the special classes those selected by the teacher on account of their special fitness for the work and their willingness to pursue it. Both regular and special classes meet once a week.

The regular class apply the principles in which they have been instructed by making geometrical figures from cardboard. The special classes have given their attention to modeling in clay, plaster of Paris, wood-carving, and free-hand and mechanical drawing.

The progress of the pupils in this department is remarkable and elicits the admiration of visitors and friends. I hope every facility will be afforded to develop the artistic talent and ability displayed by the pupils under the skillful training of their teacher.

MANUAL TRAINING.

The progress of the pupils in this branch of school work is not satisfactory. The pupils go but once a week for one hour.

Such attendance can be of little practical advantage and it is re-

markable that the pupils make such good progress in so short a time. It only shows what can be done if two or three hours a week of the twenty-five were spent in these shops.

In my report of last year I called attention to a remarkable article in a prominent newspaper on the results of the Paris Exposition, showing the superior method of manual training among the French and Continental nations, as compared to the English and American nations. The language there used will bear repetition; it is as follows:

This is because England and America have longest adhered to the idea of a literary training as the sole purpose of a school training. Taking the country at large this is the idea of education which still prevails in the vast majority of American schools. The English language and literature, and if possible, the classical languages and literatures—these have constituted and in the main still constitute the American ideal of an education.

Now, in France, Germany, and other nations, the idea of an exclusively literary education has become obsolete, because it was found to be partial, one-sided, and wholly insufficient. In these countries growth in literary knowledge is accompanied and complemented, stage after stage, by a similar growth in industrial training, and the valuable results which this exposition makes manifest bear ample testimony to the superiority of that method.

Many will regard it as a curious fact that in exhibits showing the methods and results of school work England and America are in the rear of even Japan.

I have before me the report of the Philadelphia manual training school which is now in its fifth year. On its first page it states its object as follows:

This school affords to pupils who have finished the grammar school course the opportunity not only to pursue the usual high school course in literature, science, and mathematics, but also to receive a thorough course in drawing, and in the use and application of tools in the industrial arts.

The object of the school is the education of all the faculties. The whole boy is put to school. He is trained mentally, physically, and ethically. An earnest effort is made to fit him to enter upon his life work without loss of time and without error in the choice of occupation.

The manual training school is not a trade school, but it is a school wherein the principles underlying trades and occupations are taught. Its purpose is not to make mechanics, but to train boys for manhood. It is a fitting school for life and for living.

It fosters a high appreciation of the value and dignity of intelligent labor. Its moral influence is immediate and wholesome. Its organization embodies suitable provisions for such purposes as practical education demands.

In referring to the course in tool instruction, this report says:

In this department, which is the distinctive feature of the school, each exercise involves a mechanical principle, and the chief object of instruction is the teaching of a principle rather than a finished piece of work.

The exercise has value only as it has rendered educational service during its construction. In the changing condition of the thing in hand during its construction there is a constant necessity for creating new means to meet new requirements, and the directive skill thus evolved makes manual training rise to the level of scientific or mathematical studies as a means of intellectual development.

Other values of a specific nature—accuracy of measurement, precision of adjustment, delicacy of manipulation, exactness in every particular—must be taken into account in estimating the educational value of manual work.

All the articles made in the shops are required to be of precise forms and dimensions given in a drawing made by the pupil himself previous to taking up the exercise. The aim is to teach the pupil to express his thought in a concrete form with the least waste of material, in the most workmanlike manner, and in accordance with the most approved methods.

If this manual training course were united to our business course we would have a school of great practical value.

Anxious as I am to have the pupils trained in military tactics, I would prefer to see the basement of our new building fitted up as carpenter and metal shops rather than armories, as the opportunity for acquiring military knowledge can be obtained later in life.

ATTENDANCE.

The number of pupils entering this school during the year just closed has been smaller than that of the previous year. We find from the standing of the pupils at the close of the present year that this is the result of greater care on the part of the principals of the eighth-grade schools in recommending pupils for promotion to this school and to that extent enabling us to raise the standard of the school.

Another circumstance that has contributed also to raising the standard is the adoption of an individual average in each study as essential for promotion and graduation. We have hitherto had a general average for this purpose, and pupils would endeavor to attain a very high percentage in their favorite studies and thus try to retrieve the loss occasioned from the neglect of studies they disliked, and which, perhaps, they needed more to give them a well-rounded development.

ELOCUTION.

There is one serious defect in our courses of instruction to which I desire to call your attention. There is no provision made for the teaching of elocution. The thorough training and management of that wonderful organ, the human voice, has now developed into a science, and those only are now qualified to teach this important subject who have given special attention to it. I hope that this matter will receive your favorable consideration, and a course that seems almost perfect be improved by this desirable addition.

BOOKS.

The purchase of books at the beginning of each session by the pupils of the school is generally a cause of delay in beginning instruction from one to two weeks. All seem unable to provide themselves immediately, and the teacher is naturally unwilling to proceed with his instruction, while perhaps one-half of the class are honestly making an effort to purchase the necessary text-books, and do not wish to be classed among indigent pupils requiring books from the office.

This valuable time may be saved if all the books were furnished by

the office. There would be nothing then to prevent recitations the second day instead of the second week.

I learn that this excellent custom has been inaugurated in several cities with decided advantage, and I commend it to your favorable consideration.

I wish to acknowledge my obligations to the teachers of this school. I think we are very fortunate in obtaining a remarkably able and earnest corps of teachers, who would compare favorably with that of any similar institution.

I desire to acknowledge my indebtedness to you also for your hearty coöperation in everything that tended to advance the interest and welfare of this school.

Very respectfully,

F. L. CARDOZO,
Principal.

Mr. G. F. T. COOK,
Superintendent of Public Schools.

NORMAL SCHOOL.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: It is now almost universally conceded that the end of man is the pursuit of happiness. Amidst highly civilized and cultured people there is but little controversy as to what constitutes man's highest happiness.

The nearer man approximates the ideal perfect being, the more complete is his happiness. Compared with the past, we of to-day stand upon vantage ground; we add observation to former experience and realize that there is still great room for improvement. To the reflecting one comes the grave question, How may this improvement be most effectually made.

Our to-day and yesterdays are the blocks with which we build. The children of to-day and yesterday are the men and women of the future. The greatest question before all communities is, What is to be done with and for our children? The answer comes, give them a broad and liberal education, judiciously develop all their faculties, discipline the intellect, impart true and useful knowledge, using such methods of instruction as are the most efficient in exalting character and quickening virtuous sentiments. If we survey the whole field of education we perceive it to be, as Goethe says, "from the cradle to the grave." Beginning at the family fireside, it embraces the schoolhouse and gradually expands into a wider and more varied realm of religious, social, and political culture.

This unlimited responsibility is as triple in its division of human care as in its nature. The parent, teacher, and society must shoulder its

responsibility and do its duty toward the accomplishing of the great work of education. The teacher's range is comparatively narrow, but gathers in depth what it lacks in breadth. It is she who lays the foundation upon which the whole superstructure of a man's life and character rests. The common school, her workshop, is the public guardian of the nation's youth. This idea seems to be gradually animating the parents, and each year we find them more energetic in their interest in the general welfare of our schools. The advantages of an education are more highly appreciated; they are willing to make greater sacrifices to have their children remain through the course, and with this increased appreciation there is a corresponding growth in the estimate placed upon the labor of a good teacher. A higher order of teaching is demanded. Parents are realizing that children are creatures of imitation, and that the teacher's influence over the children must be for better or for worse, it can not be neutral. They observe that "manners are often formative of morals." Natural aptitudes for what is refined and elevated, or low and disgusting are easily developed. Ill breeding or good breeding at home or in school extends to and in some way shapes and determines the habits of future life. They, therefore, demand a graceful bearing and pleasing address with refined manners, a pure heart, full of love and sympathy, as well as a good understanding in the teacher to whom they trust the child of love and hope. For such a teacher possesses a resistless influence which can not fail to mold the minds, characters, and manners of her school to the same noble fashionings.

I feel each year more convinced that I can not overestimate the importance of having the highest qualifications, mental and moral, in the teachers of the primary grades. A little reflection will cause you to see the matter in the same light. Here, first impressions in manners and morals are to a great degree made, and first habits of thought and love of study are cultivated. The vent and bias of plant childhood will shape and direct the growth of maturer years.

> The mind, impressible and soft, with ease
> Imbibes and copies what she hears and sees,
> And through life's labyrinth holds fast the clew
> That first instruction gives her, false or true.

Shall we commit the guidance of such great moment to inexperienced youth? It seems to me a great mistake. The primary school should be the vantage ground of the system and not the source or beginning.

Were I asked to suggest a plan I should say, start the new teacher in the fourth grade and promote both ways. The one in whom experience proves or develops greatest love for children, coupled with an earnest enthusiasm for teaching, possessing a gentle, affectionate, and patient nature, a ready and fluent mind, graceful manners, and a pleasing address; such an ideal should be promoted toward the first grade, carrying the increased salary with her, for a teacher should be compensated

for such a diversity of attainments. This grade is the first in the order of time, and should be the first in importance and dignity.

In accordance with the rules and regulations governing our schools, we have pursued the following course of study: Psychology, not speculative, history of education, science of education, methods of teaching, observation and practice in model schools, school organization and management, with special attention to physical culture, drawing, music, sewing, and cooking.

The school numbered 40 pupils—34 female and 6 male; average attendance, 38; per cent. of attendance, 96.1

The class as a whole has worked most assiduously. They have accomplished what they struggled for—to develop and awaken any latent talent, which they possessed for teaching, and while I can not predict with much degree of certainty, yet I venture to assert, that your teaching corps will be recruited by a number of conscientious, hard-working, painstaking teachers, whose highest ambition will be to do with their might what their hands find to do. The young men of the class were worthy and excellent and gave great promise of making fine teachers and disciplinarians. It has been said that it is a rare thing to find a man who has a gift for teaching. I would modify this assertion by saying it is rarer to find a man who has the requisite patience and perseverance in little things; the sympathy and sensibility to penetrate the young mind and arouse its sleeping faculties. They have not the tact to win the affections of small children. They can not put themselves so readily in the child's place. They lack ease, cheerfulness, courtesy, and kindness in dealing with the youngest children. But place them among boys and girls of maturer minds, with fuller mental development, who require severe discipline and stronger incentives to study, and we find them, the rare ones, preëminently successful.

In view of these facts, I would recommend that female graduates be given the places where they have to deal with small children and males be placed, at the minimum salary, over the upper grades, where the work is adapted to their mental and moral constitutions.

I can not close this report without acknowledging the indebtedness of both pupils and teachers to Miss Julia A. Wormley, who has devoted two hours per week for twelve weeks to drill in physical culture. Her aim was to secure the best health, strength, and endurance possible to the pupils themselves and to give to the subject the dignity which properly belongs to it. She also instructed them how to teach these exercises, so as to produce the greatest good, mental and moral, in the children who might come under their charge. She labored hard, and was rewarded by finding before the close of the year great improvement in manner of carriage and mode of expression. Her labor was entirely gratuitous and one of love. She realized how sadly deficient we were in this especial art, and felt it her duty to awaken an interest in the subject.

I trust before the close of another year that we may find a large number of good and useful books in our library, and a piano belonging to the school. It is quite a tax upon the poor pupils to be compelled to hire what the Government could easily give.

Acknowledging and thanking you, Mr. Superintendent, trustee, and teachers of the Normal School for uniform courtesy and hearty coöperation in all that pertained to the good and interest of the school, I have the honor to remain,

Very respectfully,

LUCY E. MOTEN,
Principal.

Mr. G. F. T. COOK,
Superintendent of Public Schools.

DRAWING.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: In answer to your request for a report of the work of last year in the seventh and eighth divisions, also the High and Normal Schools, I have to say, in regard to the divisions, the work of last year compared favorably with that of the previous year, and in some respects a noticeable improvement was made. The kinds of work, manner, and methods used in the grades was the same as in previous years, with the exception of the third and fourth grades. In these grades model-making formed a new feature, which promoted interest and proved beneficial to the pupils. It is to be regretted that more time can not be given to original work in the graded schools, at least from the fourth grade up.

Our schools from the first grade through the High and Normal Schools made some excellent work in clay. In my judgment this work should be kept up. While I can speak favorably in a general way, I recognize the need of more supervision. I tried to strengthen the weak points by personal visits and teachers' meetings. I regret to say that during the last year it was impossible for me to give much time to visiting the graded schools. I trust some arrangement will be made to cover this great need.

Teachers' meetings were held during the year, and proved very beneficial. I can not urge too strongly the need of prompt and regular attendance at these meetings. The majority of the teachers, I am glad to say, do their duty in this respect.

No public exhibition was held last year; yet, just before the close of school, grade exhibitions were held at Miner school building for the benefit of the teachers. The work exhibited was very good, the clay modeling, original designs, model and object drawing, were very much better than last year. I feel assured, with more supervision, this work can be improved.

HIGH SCHOOL.

As to the High School more and better work was produced last year than the year before. The regular work consisted of geometrical, perspective, and original designs from natural forms, consisting of borders, center pieces, corner pieces and surface patterns. In constructive or working drawing, a great many good original designs for objects were produced. While this work is a part of the regular course it is made more interesting to the pupils by reason of the fact that the best of their designs will be materialized in paper, clay, plaster or wood. It is not practicable or possible under the circumstances for all the pupils to materialize their work; yet, it is possible for the special class to use the best drawings of the school in this way. The facilities and time for special work of this kind were limited. I believe the object worthy of more time and material. During the year a class in wood carving was formed. I can not speak or recommend too highly the continuance of that class. If two hours per week could be given it would be profitably spent. A class in plaster work was started last year, with good results, the only disadvantage being the want of room to keep the necessary tools and material; still, the success warrants its continuance if it can be so arranged.

A class in water-color painting was also formed, its purpose being to draw and paint original designs from natural forms. This class, under disadvantages, made a very fair showing. The only trouble with the special classes is the want of time; a very little can be done in one hour per week.

NORMAL SCHOOL.

The Normal School work was improved in some respects over that of last year. Two lessons per week were given in manner, method, and general treatment of clay and its application to form study, according to our course of study. This part of our work consumes a great deal of time. Following this we had form study by stick laying, and paper folding. Illustrative drawing formed part of our work; and just here I would say, if the solid work prescribed by the course of study be followed properly, but little time can be given to this branch. However, I am glad to say that much good work of this kind was accomplished.

Very respectfully,

T. W. HUNSTER,
Director of Drawing.

Mr. G. F. T. COOK,
Superintendent of Public Schools.

MUSIC.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: In compliance with your request for a report on the music taught in the schools, we have the honor to state that the regular instruction of vocal music for the year ending June 30, 1890, was begun immediately after the organization or grading of the schools had been accomplished.

Our work was somewhat retarded in consequence of many of the pupils being without the necessary books. This refers particularly to the higher grades, where the charts in our possession are not used. In the absence of the book, however, we had recourse to the blackboard. Notwithstanding these little drawbacks, after reviewing the work of the past year, we feel a little aversion to what may seem to be self-praise when we say that with the assistance and coöperation of the teachers, we have succeeded in obtaining very good results.

The teachers of the lower grades had occasional meetings for instruction in methods of teaching this subject, but, owing to a larger degree of absence than usual from sickness and inclement weather, we could not accomplish as much as we desired.

It is to be regretted that some of the corps can not find time to teach their pupils only at long intervals, and in order to gain greater proficiency in this study, we would recommend that every teacher devote a small amount of time every day to teaching music; otherwise we can not reach that degree of excellence for which we are constantly aiming.

Very respectfully,

H. F. GRANT,
J. T. LAYTON,
Teachers of Music.

Mr. G. F. T. COOK,
Superintendent of Public Schools.

MANUAL TRAINING.

WASHINGTON, D. C., *June* 30, 1890.

DEAR SIR: I have the honor to submit herewith my report of the condition and progress of the manual training schools:

The number of pupils in the manual training schools was 435, there being 58 in the metal shop and 377 in the two carpenter shops. In this department of work the schools are moving forward. The exhibit of the work near the close of the previous school year gave a healthful stimulus to the work of the last two years.

The course of instruction in this work has been followed as heretofore, beginning by squaring and trimming a piece of lumber 3 inches wide, seven-eighths of an inch thick, and 8 inches long; mortising

and tenoning; dovetailing and inlaying; molding by hand, O. G., crown, O. G., and fillet, cove and round, cove and half round, and nosing.

The lessons included instruction on the nature and use of tools; instruction and practice in shop drawing; elementary work with plane, chisel, and saw; different kinds of joints, timber, splices, cross joints, mortise and tenons, miter and framework; different kinds of joints used in cabinetmaking, light cabinetwork, examples in building, framing, roof trusses, and making small articles of furniture.

TURNING.

A course in wood turning extended through a part of the second and third years. The lessons comprise, first, nature and use of lathe and tools, plain and straight turning, calliper work to different diameters and lengths, simple and compound curves, screw plates and chuck work, hollow and spherical turning; second, a variety of examples of whole and split patent core work, giving the pupils practice in forming irregular shapes in wood with lathe and carving tools, as well as familiarity with the nature and use of patterns for molding.

METAL WORK.

The metal shop consists of six forges and five lathes. The first lessons are given in forge work, welding, and the making of iron hooks, hasps, and staples; hardening and tempering of steel; vice work; chipping and filing in vice benches; instruction on lathe and drill chucks; drill reamers, taps and dies, gauges, files, cutting tools, and special appliances for machinery; molding and casting in soft metal. The lessons were so arranged that the pupils in making a series of articles may become familiar with the nature of the metal under various conditions, and with the successive steps in working it by hand into simple and complex forms as the drawings indicated; upsetting, bending, cutting, punching, welding by various methods, tool forging, tempering, and hardening. In connection with this work, talks were given on the metallurgy and working of metals used in the industrial arts.

The work included cast iron, wrought iron, steel and brass, plain cylindrical turning, turning to various diameters and lengths, paper turning, facing with chuck and face plates, drilling, both in drill and lathes, reaming, boring, screw-cutting with lathes and with taps and dies, planing, slotting, etc., with planer and sharper, and milling various forms. Talks were also given during the year on various subjects connected with machine work in metal, such as forms, constructions, use of machines and cutting tools, gearing, gauge, screw threads, etc. Some pieces of construction work were given to the classes. All drawings with dimensions required were put on the blackboard and then copied on paper by the pupils; thus, each one works from his own

drawing. This was supplemented wherever necessary by the actual construction of the lesson by the teacher before the class by inspection and direction at the bench.

I have visited the different schools and talked with the principals to learn whether or not any of the boys in the manual training schools have been negligent on account of their attendance upon these schools, but in no case have I found that it interfered at all with their studies.

Very respectfully,

J. H. HILL,
Director.

Mr. G. F. T. COOK,
Superintendent of Public Schools.